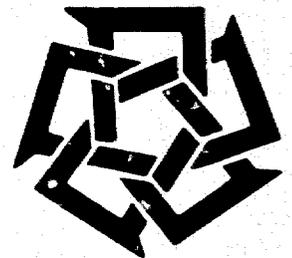


THE AMERICAN UNIVERSITY IN CAIRO

LONG RANGE STUDY

OCTOBER



1981



October 1st, 1981

Dr. Richard F. Pedersen
President
The American University in Cairo

Dear President Pedersen,

On behalf of the Long Range Planning Committee, we are privileged to transmit for your approval the Report requested in your memorandum of September 29, 1979. For one of us (IMH) it is largely a vicarious privilege since the former Vice-President and Dean (Dr. Thomas A. Lamont) chaired the Committee whose arduous and dedicated labors produced this Report.

As you know, the initial version was prepared by Dr. Lamont and Mr. Saunier on the basis of voluminous reports which had been discussed at length in numerous meetings of the Committee. The draft of May 15, 1981 - prepared during a 3-day session attended by Committee members listed on the attached sheet - was submitted to the faculty and representatives of the student body for comment. Thorough editing and condensation by the undersigned produced the final version which received Committee approval at a meeting on September 30.

Respectfully yours,

I. Moyer Hunsberger
Vice-President for Academic Affairs
and Dean of the Faculty

Kenneth Saunier
Director of Planning and
Development

IMH/KS/rm.

Members of the Long Range Planning Committee
who Participated in Preparing the Draft of May 15, 1981

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Dr. El-Said Badawi	Professor of Teaching Arabic as a Foreign Language and Former Chairman of the Faculty
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Dr. Thomas A. Lamont	Former Vice-President for Academic Affairs and Dean of the Faculties; currently Director of the New York Office of AUC and Executive Secretary of the Board of Trustees
Dr. Ralph Nelson	Dean of Adult and Continuing Education and Director of the Division of Public Service
Dr. Richard F. Pedersen	President and ex-officio member of Long Range Planning Committee
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October 1, 1981

CONTENTS

	<u>P A G E</u>
I FOREWORD	1
The Process	2
II GOALS AND OBJECTIVES	3
III STUDENTS AND STUDENT LIFE	5
Admission Policies and Procedures	5
Measurements	5
Recruitment	6
Counseling	7
Personal Counseling	8
Academic Counseling	8
Career Counseling	9
Distribution of Majors	9
Male/Female Ratio	10
Scholarships and Financial Aid	10
Scholarships	11
Assistantships	11
Fellowships	11
Work Study	12
Student Life	12
Food Services	12
Athletics	12
Social Activities	13
IV FACULTY	14
Faculty Composition	14
Faculty Recruitment	15
Tenure	16

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CONTENTS (Continued)

	<u>P A G E</u>
Faculty Responsibilities	16
Teaching	16
Research	17
Service	18
Faculty Development and Evaluation	19
Evaluation	19
Development	20
Part-Time Faculty	20
Faculty Morale	21
V PROGRAMS	22
Degree Programs	22
Undergraduate Degree Concentrations	22
General Requirements	23
Off-Campus Activities	24
Graduate Program	24
Non-Credit and Service Programs	25
Center for Adult and Continuing Education	25
AUC Center for Middle East Management Studies	25
Center for Arabic Studies	25
English Language Institute	26
Curriculum Review Procedures	26
VI OUTCOMES	28
VII PLANNING, BUDGETING, AND ACCOUNTING	30
Tuition	30
Enrollment, Staffing, Salaries	31
Auxiliary Enterprises	32
Educational Enterprises	33
Contributions and Endowment	33
Budget and Accounting Procedures	33
VIII INSTRUCTIONAL RESOURCES	34
Library	34
Audio-Visual Resources Center	34
Computer Facilities	35
Classrooms and Laboratories	35

CONTENTS (Continued)

	<u>P A G E</u>
IX ORGANIZATION AND GOVERNANCE	36
New or Modified Committees	36
Committee on University Research	36
General Administrative Committee	37
University Council	37
Committee of Department Chairmen	37
Standing Committees	37
X SUMMARY OF RECOMMENDATIONS AND CONCLUSIONS	38
Urgent	38
Less Urgent	41
XI LIST OF APPENDICES	43
XII LIST OF ANNEXES	44

I. FOREWORD

On May 31, 1979 the President of the American University in Cairo (AUC) was requested by the Board of Trustees to prepare a long range academic and financial plan for the future development of the University. This planning study was expected to encompass all aspects of the University's work, including both degree and non-degree programs and their emphases. All relevant factors were to be examined, such as student-faculty ratios, tenure policies and percentages, distribution of faculty by rank and nationality, and perceived educational needs of Egypt and the Middle East (see Appendix A).

The Trustees were particularly concerned about the financial parameters within which the University would have to develop as a result of an anticipated decline in AID support, estimated to drop from a level of 50% in 1979 to approximately 25% or lower in 1986. The Trustees expected that the University would need to be self-sufficient, or nearly so, by 1986, and that its overall operating budget would be 17 million dollars by that time. The expected income sources are listed in Appendix A.

On September 29, 1979, the President sent a memorandum to the faculty appointing a Long Range Planning Committee composed of faculty, administrators, and the President of the Student High Board (see Appendix B). This Committee was asked to develop a comprehensive plan to guide AUC's course over the period 1981 to 1986. In addition to exerting a major influence on the academic future of the University, the study was envisioned as constituting a firm basis for seeking accreditation, for continuing liaison with U.S. AID, and for undergirding future fund-raising efforts.

In general, then, the long range planning study attempts to answer the following questions:

1. What is the mission of AUC and what are its objectives?
2. How effectively do current programs meet the requirements of this mission and these objectives?
3. What new directions and program changes ought the University to pursue? What policy and organizational changes should be made so that the vitality and quality of educational services are given appropriate support?
4. How can the University best allocate its facility and staffing resources to meet the needs of its mission and objectives?

5. What revenue will be required to implement the plans for the next five years? How does this amount correspond to the Trustees' perception of available resources? What are the most likely sources of such revenue? How reliable are they?

The Process

During the 1979-80 academic year the Long Range Planning Committee was heavily involved in data gathering and a thorough review of past planning activities. Three important documents were consulted to form a link with past planning efforts. In 1961 the University presented its plans for development in the '60s in a document entitled "The Years Ahead" (see Appendix C). In 1972 a study of University programs resulted in the "Dwinnell Committee Report". A review was made as to the outcome of these recommendations (see Appendix D). The third document resulted from a request by the Committee to the President to outline his views on how AUC might develop over the period of the planning study (see Appendix E).

During the 1980-81 academic year the Committee began to address the basic questions raised by the Trustees. Since these questions related directly to the shape of the undergraduate and graduate curricula, faculty load, size of the University, and salary scales, the Long Range Planning Committee decided to make central use of standing University Committees (see pp. 8-9 of Appendix F) so as to secure meaningful involvement of the entire University community in a planning process intended to be continuous. While this report is not intended as a summary of the reports of these standing committees, many will find their observations reflected.

This report covers all aspects of University life, including the following major areas: goals and objectives of the Institution, educational outcomes, AUC programs, students and student life, faculty, research, teaching, instructional resources, organization and governance, and financial planning.

The financial parameters and projections of the Board of Trustees and the President raised a number of central issues, and these also are addressed.

On May 15, 1981 the draft version of this report was completed. After distribution to University faculty, administrators, and the Student High Board for review, the report was revised and edited into its present form for submittal to the President and the Board of Trustees, and for use by the evaluating team of the Middle States Association of Colleges and Schools. The report also is intended to serve as the basis for a planning process that is expected to continue into the indefinite future.

II. GOALS AND OBJECTIVES

It will be evident from the statement of goals and objectives that the University sees its challenge in the years ahead as the task of keeping a balance between its traditional liberal arts orientation and its new professional programs. In responding to the needs of a developing society through these professional programs, the University intends to maintain its basic commitment to the principles of liberal arts education.

The American University in Cairo (AUC) is an independent institution of higher education devoted to teaching and research in the arts and sciences. Through its educational services, it seeks to be a demonstration center of American educational principles and practices for Egypt and the wider Middle East. It also seeks to serve as a cultural bridge between the peoples of Egypt, the Middle East and America.

The University offers undergraduate and graduate* education relevant to students in the Middle East in order to prepare them for professional life and to develop their social and cultural awareness. An expanding program of adult and continuing education is designed to complement and supplement the degree programs and serve directly the Egyptian community at large.

The student body is a diverse one. Although the large majority of students come from Egypt, many come from other Middle Eastern countries, the United States, and an increasing number from Africa. While almost half of the faculty come from the United States and a similar proportion from Egypt, the teaching staff includes Europeans and nationals of other Middle Eastern countries.

The AUC has been and intends to remain a liberal arts institution in regard to its basic educational philosophy. Nevertheless, changing societal needs and student demand have prompted the introduction of professionally oriented programs at both undergraduate and graduate levels. No future concern is more important than to ensure that the new component accords with AUC's continuing resolve to remain a liberal arts university.

* Master's but not Ph.D. programs are offered.

To enhance the learning environment and promote individual opportunity, the enrollment will continue to be selective, and classes, generally, kept small. In research the University shall undertake, and enable others to undertake, studies which benefit the Arab world by advancing the arts and sciences of today and rediscovering those of the past. Institutionally sponsored research projects shall cover areas of basic, applied and action research, usually directed at problems of local, national, and regional development. In public service, the University will provide programs for adults and other students, including specially designed training for industrial and government officials in Egypt and other Middle East countries. In teaching, research and public service the University will emphasize programs and approaches which complement the opportunities offered by the national institutions of Egypt.

III. STUDENTS AND STUDENT LIFE

Over the next five years the University expects enrollment to grow at the rate of nearly 10% per year.* This would produce an enrollment of about 2500 FTE undergraduate and graduate students, virtually double that of 1978-79. Of these 2500, 25% should be students paying the higher foreign tuition if AUC's revenue needs are to be met. The University must insure that its programs relating to students and student life are able to keep pace with these changes.

Admission Policies and Procedures

MEASUREMENTS The University has the stated objective of being selective in choosing students for admission to its degree programs. Trends over the past ten years make it clear that there has been increasing competition for entrance from highly qualified students. Currently, the principal measures used in the admission process are the University of Michigan English Proficiency Examination and the achievement examination of the Egyptian Ministry of Education (the Thanawiya Amma Examination). For a large number of students, the General Certificate Examination of the United Kingdom is considered equivalent to the Thanawiya Amma.

The University requires a minimum score of 82 on the Michigan Exam (equivalent to 550 on the TOEFL examination) for direct entrance to degree programs. Students whose English proficiency scores fall within a certain range below this minimum are allowed to enter an intensive language program designed to raise their proficiency to the required level. About 80% of these students attain the required proficiency in one semester.

The Thanawiya Amma is an achievement examination required of all students seeking to graduate from Egyptian secondary schools. The University requires a minimum score of 70% but the lowest scores accepted over the past few years have been around 75%. University research has shown the Thanawiya Amma to be an effective indicator of future performance at AUC as reflected in student GPAs.

* An enrollment increase of 5% per year is expected in the Division of Public Service (DPS).

The current student body is predominantly Egyptian (80%), the remainder being composed of Arabs from the wider Middle East (7%), Americans (9%) and other Africans (4%).

For the past two years admission procedures have been under review by the Academic Board pursuant to what were felt to be imbalances in the student body as evidenced by a one to three male/female ratio (see p. 10) and a pronounced preference of students for majoring in disciplines perceived as professional (see pp. 9-10). Furthermore, the undergraduate student body tends to be drawn from a select upper income class (see p. 31).

During 1980-81 the University experimented with a variety of alternatives to supplement the criteria currently used to determine admission. These included use of an interview and provision for student interest and achievement in both academic and non-academic pursuits as elements in admission decisions. It appears that these alternatives may not have had the full effect intended.

Because current admission instruments do not include any aptitude testing, for the past two years the University has supported the development of an aptitude test appropriate for students from Egypt and the Middle East. It has done so in cooperation with the Educational Testing Service of Princeton, New Jersey, the International Educational Assessment Association, and various institutions of testing and higher education in the Arab world and elsewhere. A prototype of this test has been piloted in Egypt. Such a measure is needed not only by AUC, but also by other universities in the Middle East, and therefore is compatible with AUC's mission of demonstration and service. Exploration of aptitude testing and other alternatives that may complement current admissions criteria will continue over the next five years.

At present, the University does not conduct formal longitudinal studies of its undergraduate and graduate students to determine the effect of its admission policies and the impact of its education on their future life. While informal feedback is available and while the office of Alumni Affairs does generate much of the base data for such a study, regular mechanisms for generating and evaluating longitudinal information must be instituted during the next five years.

RECRUITMENT During the next five years, recruitment efforts must be focused in ways that will increase the diversity of the student body without relaxing the academic requirements for admission.

Over the past three years, there has been increased emphasis on recruiting students from America, Africa, and the Middle East for

both graduate and undergraduate programs. Though initiated partly because of financial considerations, such recruitment already has produced a more diversified student body, in line with AUC's goals. This activity will be intensified during the next five years.

Currently, there is no developed program for the recruitment of Egyptian students. In the undergraduate program, given the competition for places within the University, there has been little pressure to implement such an approach. In the graduate program, except for a program funded by the Ford Foundation in the Center for Arabic Studies, there has been only intermittent recruiting activity.

Enrollment in the graduate program has not increased significantly over the last decade, and there is little competition for admission. The graduate program must improve its recruitment if AUC is to maintain, during the next five years, the current proportion of one graduate student to every four undergraduates.

One clearly identified barrier to local recruitment for both graduate and undergraduate programs has been that many of the persons who would be desirable additions to the student body lack the English proficiency required for admission to the intensive language unit of the University, much less the degree programs. An obvious remedy would be to link local student recruitment with free courses in the English language, but, thus far, cost has prohibited its implementation. The Division of Public Service may prove to be the most cost effective vehicle for providing the necessary language training.

In conclusion, it should be emphasized there is clear evidence that the academic caliber of the student body has improved consistently over the past ten years. Egyptian students entering the University now score in the top 10% of all students taking the national achievement examinations. Furthermore, permanent withdrawal of undergraduates is rare. Indeed, about 98% of the entering students complete their program of study.

Though admission criteria and recruitment programs can be improved, current policies are providing the University with a distinguished undergraduate student body.

Counseling

Evaluation of the University's provision for academic, career, and personal counseling has found that the current resources and support systems for student counseling must be improved over the

next five years in order to meet the needs of a larger student body, and one which will include more non-Egyptian students and which will exhibit greater social and cultural diversity.

PERSONAL COUNSELING Personal counseling is provided formally by the Office of Student Affairs and informally by individual faculty. In academic "crisis" situations, the system is generally adequate. But when dealing with more severe problems, the system is less effective, particularly when the involved faculty member has had no particular experience in this area.

Steps have been taken to expand and improve the staff involved in personal counseling, but greater sophistication and more substantial support of their activities will be needed. The coordination of personal counseling should continue to be the responsibility of the Office of Student Affairs, but the additional resources that office has requested should be allocated.

ACADEMIC COUNSELING Under current policy, academic counseling is the responsibility of the Freshman Adviser for students who have not selected a major, and the responsibility of departmental faculty for students majoring in the various disciplines. There is a considerable diversity of opinion about both the rationale and effectiveness of AUC's approach to academic advising, and student reports indicate dissatisfaction. There also are indications that faculty perceptions of what constitutes academic advising differ from those of the Office of Registration and Admissions.

Some faculty believe their responsibility for academic advising has been appropriated by admissions and registration staff. There appears to be some confusion as to whether academic advising should be seen as the mandatory direction of student schedules or as a resource available to students who themselves are ultimately responsible for selection of their courses. The Department Chairmen have recommended that students be given explicit responsibility for developing their own schedules, with advising readily available to any who desire or need it.

The rationale and mechanisms for academic advising differ depending upon a student's standing in the University. For Freshmen and English Language Institute (ELI) students*, whose course of study is rather closely prescribed, advising focuses upon selection of a major and orientation to the philosophies and policies of AUC.

* These students take intensive language training to increase their proficiency in English in order to qualify for admission to degree programs.

Certainly the responsibility for advising these students is legitimately and effectively placed with the Freshman Adviser, but the resources available in this area are underutilized and inadequately organized. A more systematic advising program should emerge from discussions in the Undergraduate Committee. The improved program should be coordinated by the Freshman Adviser under the direction of the Vice President for Student Affairs and the Vice President for Academic Affairs.

For students who have chosen a major, academic advising should rest with the faculty, but the basic responsibility for course selection must lie with the students. In the past, AUC has been small enough to allow individually scheduled advising sessions, but over the next five years the student/faculty ratio in certain departments will not permit such a format. Consequently, as recommended by the Department Chairmen, advising resource centers, staffed by selected faculty and provided with materials explaining departmental objectives and procedures, should be set up during this academic year.

CAREER COUNSELING A consensus apparently exists that AUC's efforts at career counseling need improvement. The Student Affairs Office, the Alumni Office, and occasionally the Departments offer some career counseling, but not on a systematic basis. The Student Affairs Committee should propose appropriate mechanisms for improving career counseling and report to the Academic Board.

The University's efforts in job placement are no longer adequate, and a more systematic approach is also needed here. Responsibility for job placement should be assigned to the Alumni Office, which should develop a formal program during this academic year.

Distribution of Majors

The acute imbalances in the distribution of undergraduate majors among the various academic disciplines is believed to be at least partially attributable to existing admission policies and counseling programs. Whatever the cause, over 70% of AUC's undergraduates major in either Business Administration, Mass Communications, or Economics. While the trend toward higher enrollment in majors perceived as professional is a widespread phenomenon, University programs will suffer if specific steps are not taken to ensure a better balance.

First of all, since student perception that only certain majors lead to career opportunities does not conform to the actual experience of graduating seniors, improvement of career and academic counseling for ELI and freshman students should influence their choice of major.

Second, since parents often influence the choice of major, they should be included, wherever possible, in such counseling sessions. Third, examination of a number of alternatives has led to the conclusion that the most effective and appropriate way to obtain a more balanced distribution of majors would be to institute a divisional approach in the area of admissions only. A certain percentage of incoming freshmen would be admitted in each of four categories: Humanities, Physical Sciences and Engineering, Social Sciences, and Business Administration. Students would be allowed to change major after admission, as is currently the case, but for certain majors, quotas would be needed to ensure a better correspondence between student distribution and departmental resources. This proposal has been referred to the Academic Board.

Male/Female Ratio

Considerable difference of opinion exists about the policy implications of the one to three ratio of male to female undergraduates. On the one hand, concern was expressed that unless prompt action were taken to reduce this imbalance, public perception of AUC's educational role would be at variance with its stated mission. On the other hand, it was emphasized that the imbalance results from the higher achievement of female students, a phenomenon also observed in the national Universities. Consequently, AUC may find it difficult to alter the current distribution significantly if it is to offer the most appropriate service to Egyptian society. Although sex should not become a criterion for admission, a better balance of males and females is appropriate to AUC's goals. The recent introduction of undergraduate majors in Business Administration and Engineering is expected to increase the proportion of male students.

Two Committees are examining all these matters in order to propose to the Academic Board appropriate ways of obtaining a somewhat more balanced representation of the sexes in the student body.

Scholarships and Financial Aid

In view of the projected increases in both tuition and enrollment over the next five years, a significant increase in funds for student financial support will be required, as well as an increase in the proportion allocated to graduate students.

SCHOLARSHIPS The Student Financial Aid Committee allocates scholarships on the basis of need and merit so that as many qualified students as possible are not denied admission because of financial hardship. Full or partial scholarships are granted to 93% of the undergraduate and 7% of the graduate students.

For the coming five years the funding of scholarships will have to be increased. Accordingly, it is recommended that 20% of the Egyptian Pound tuition monies received in University degree programs be appropriated for scholarships. Furthermore, because the projected tuition increases are expected to place a relatively greater burden on graduate students -- who, unlike undergraduates, often support themselves -- the proportion of funds allocated to graduate students must be increased if Master's degree programs are to remain healthy.

ASSISTANTSHIPS Awarded on the basis of merit rather than need, assistantships provide stipends, but not tuition waivers, to graduate students in return for their services to academic programs. Particularly in the Sciences and Engineering, where they assist in labs and problem sessions, it has become difficult to find enough assistants to meet University needs. Accordingly, serious consideration must be given to making assistantships more attractive by granting tuition waivers.

The use of graduate students as undergraduate teaching assistants is not only appropriate from an educational viewpoint but will be necessary if AUC is to maintain its commitment to small classes. The development of a program using graduate students, and perhaps outstanding seniors, to assist teachers as discussion leaders will be a priority for the Academic Board this year.

FELLOWSHIPS The University provides four types of fellowships, all awarded on the basis of merit. University Fellowships provide a few outstanding graduate students financial support that includes tuition waivers. Post-Masters Fellowships go to outstanding graduates of AUC's M.A. and M.Sc. programs. The recently started African Fellowship program offers partial support to graduate students from Africa. Teaching Fellowships, currently available only in the intensive language units of the Center for Arabic Studies and the English Language Institute, are awarded to graduate students in the Teaching English as a Foreign Language or Teaching Arabic as a Foreign Language programs, and in the Division of Public Service. Over the past five years these programs have grown considerably and proven to be effective.

WORK STUDY For both undergraduate and graduate students the University funds a work-study program which provides employment (unrelated to degree programs) for students with financial need. Currently, the Library is the most common site for such work. This program is not well coordinated with the work needs of the University, and there is some doubt it ever could be. Current stipends are low, and are being reviewed by the Financial Aid Committee.

In general, the current financial aid and scholarship programs have provided effective support to both academic programs and their faculty and to students during the past ten years. In order for them to be effective over the next five years, immediate steps should be taken by the Committee of Department Chairmen, in coordination with the Vice President for Student Affairs, to modify them in the directions outlined above.

Student Life

Student life at AUC is directed by the Student Affairs Office. The Student Constitution and By-Laws are administered by an elected Student High Board and Student Union which are responsible for student clubs and social activities. The Student Affairs Committee is the student-faculty forum for discussion of issues pertaining to student life. Several means were used to generate data on student life, including questionnaires and reports from various responsible sources. These reflected the following general perceptions.

FOOD SERVICES All reports commented negatively upon the quality of food available in AUC's cafeteria. Some criticized the size and cleanliness of the facilities. While all university cafeterias tend to suffer from negative perceptions of their clients, the AUC cafeteria could improve its service. This year the Food Services Committee, in coordination with the Student Affairs Committee, should conduct regular on-site examinations coupled with some system for gathering regular client feedback. Since cafeteria income is expected to cover costs, the extent to which improvements can be made will depend upon the resources available.

ATHLETICS There can be no question that athletics is not over-emphasized at AUC. The University's only facilities are three tennis courts and a multi-purpose court, all outdoors. There is no track, field, gymnasium, or pool, but the University arranges for student use of other facilities available in Cairo. Students consider AUC's facilities inadequate, and recommend the addition of a gymnasium as well as courses in Physical Education. Until very

recently, admissions policy gave no special consideration for merit in athletics.

The mission and goals statement provides no guidance as to what approach to athletics is most appropriate for AUC. This subject requires joint discussion by the Sports and Student Affairs Committees before further commitment of University resources is recommended.

SOCIAL ACTIVITIES There seems to be a consensus that both the nature and range of sponsored social activities could be improved so as to better reflect the variety of student interests, including that portion of the student body from abroad.

Since the Student By-Laws were developed in 1973, they may no longer be effective in providing appropriate mechanisms for enriching student life. They should be subjected to an intensive and detailed review by the Student Affairs Committee in coordination with the Student High Board and in light of the perceptions generated by the student questionnaire.

IV. FACULTY

In many very important ways the quality of a university is determined by the quality of teaching and research performed by its faculty and by the institution's policies and procedures for faculty recruitment, development, promotion and retention.

Faculty Composition

There are 126 full-time and 27 (FTE) part-time faculty engaged in classroom instruction leading to degrees. Over 90% of the full-time faculty in the three professorial ranks possess Ph.D. degrees. These degrees were earned at leading universities in America, Europe, and Egypt, and more than 70% of the full-time faculty hold American degrees.

AUC has a much larger percentage of instructors than is the norm in comparable U.S. universities (see Appendix G) . This is because AUC's intensive language program in the English Language Institute (ELI) is staffed by faculty with the rank of Instructor. If instructors are excluded from the preceding comparison, AUC has a considerably larger percentage of full professors and a considerably smaller percentage of assistant professors than comparable institutions in America.

In response to a request from the Trustees, this distribution of faculty by rank will be examined by the Appointment, Promotion and Tenure (APT) Committee with a view toward proposing any changes that seem appropriate. At present, there is no clear evidence that the existing distribution of faculty by rank is undesirable.

In addition to the faculty engaged in instruction in courses leading to degrees, there are professional staff in the Library, researchers in the Social Research Center (SRC), and project appointees offering intensive language instruction not leading to degrees. Inclusion of all these professionals with the faculty mentioned above produces a total of 170 full-time and 84 part-time faculty (see the Institutional Data Summary included as an Annex to this report).

The instructional staff of the University also includes 198 part-time staff offering non-credit courses in the Division of Public Service (DPS).

Faculty Recruitment

The procedures and policies for recruitment at AUC are rather elaborate because of the need for faculty from abroad and the additional concern about the ability of non-Egyptians to perform effectively in a social and cultural setting to which they may be unaccustomed. Foreign recruitment procedures begin about 18 months before an opening is expected. After the requirements of the position are carefully defined (see Appendix H) the openings are advertised outside Egypt in the major educational weeklies and discipline-based journals. All prospective foreign candidates are interviewed at length by the Department Chairman or the Dean of the Faculty. Letters and other forms of recommendations and evidence of teaching effectiveness and research capability are also assembled. Recruiting procedures for Egyptian faculty are more informal, but no less rigorous.

Appointment decisions are made by the APT Committee and are advisory to the President. The policies and procedures guiding the determination of rank and salary for a new appointee are described in the Personnel Policies and Procedures (PPP) document (see Appendix I).

Annual faculty turnover is about 10%. More than 90% of the faculty recruited from abroad are offered a renewal contract; of these, more than 60% accept. Many who leave AUC do so because they are unable to secure additional leave from their home universities.

For the most part, these procedures and policies are effective in bringing to the University faculty of high quality. However, there are disciplines in which recruitment of American faculty on a regular basis has not been effective. These include Mass Communications, Management, Engineering and Physical Sciences. The Department Chairmen's Committee has recommended that this problem be solved by arranging faculty exchanges or loans with American Universities offering similar programs. An established relationship with the University of California state-wide system currently provides AUC with one faculty member on a regular basis. The University also is in the process of negotiating ties with George Washington University, the University of South Carolina, the State University of New York, and the University of North Carolina, among others. Given the areas in which the University expects to expand over the next five years, the establishment of these and other programs of faculty loan and exchange will be essential.

Other means to ensure effective faculty recruitment in highly competitive disciplines should also be pursued. Professors (including Egyptians) on sabbatical leave from American universities and

those nearing retirement might find an overseas assignment at AUC challenging. Short-term appointments also might prove fruitful.

One reason for the difficulty in recruiting faculty in professional disciplines may be that AUC's salary scales are not competitive. Furthermore, current procedure permits no salary differential based on subject area. The Department Chairmen's Committee has been requested to recommend whether or not this procedure should be changed.

Tenure

Based on full-time faculty positions in all ranks from instructor to full professor, the tenure percentage currently is approximately 55%. Recently the Board of Trustees adopted a policy setting overall and departmental tenure quotas for the three professorial ranks at 60%, and requested those departments currently above that level to formulate plans to bring them within this policy (see Appendix G). The APT Committee is examining appropriate tenure policies for instructors.

Tenure policies and procedures are described in the Personnel Policies and Procedures (PPP) document. The criteria for tenure are the same as for promotion: teaching, research, and service. Given the quotas set by the Trustees and expected program development, tenure decisions will have to be made with extreme care over the next five years. There is some question as to whether current evaluation within these criteria is appropriately rigorous in tenure cases. Steps will have to be taken to ensure that these decisions will be deliberated with great care. This should mean longer probation periods for those seeking tenure and outside review of publications as a standard procedure.

Faculty Responsibilities

Faculty are expected to be active in teaching, research, and community service, and are evaluated in these areas on a regular basis for advancement through the ranks. It is generally agreed that the prime faculty responsibility is to offer instruction.

TEACHING It seems clear that the instructional responsibility is taken seriously by the faculty. Evidence for this is available not only in the feedback received from the Student Information Forms (see Appendix J) but also in the range of special topics courses developed by the faculty, in the seminars offered, in special programs like the interdisciplinary Freshman Year Tutorial Program, and in other more informal measures. However, given current opportunities for the faculty to engage in short-term professional

activities outside the University and expectations that such opportunities will increase in the future, care will have to be taken to ensure that classes are met as scheduled with qualified staff.

Teaching loads are, in general, the same for all three professorial ranks, namely 9 credit hours per semester, but Instructors teach 12 hours and Language Teachers 15 class hours.

Comparison of projected enrollment levels with proposed faculty staffing levels has raised the question of whether the teaching load for the three professorial ranks should be raised from 9 to 12 hours. Because courses differ in nature, the opinion was expressed that some faculty could teach more courses than others, and that AUC should consider giving department chairmen more authority in determining faculty loads. Reports from the faculty urge extreme caution in examining such changes, for an inappropriate increase in teaching load could damage faculty development and lower instructional quality. At this time, we do not recommend an increase in teaching load, but the Department Chairmen's Committee should examine this issue and report its conclusions.

At AUC it is understood that, for most teaching faculty, instructional responsibilities should be met before research and service activities. In general, faculty are not assigned to upper or lower division classes on the basis of rank but rather on the basis of competence and interest. In some departments senior faculty are specifically assigned to lower division and introductory courses.

RESEARCH Research is regarded as the responsibility of individual faculty for their own professional development and as an objective of the University as a whole in fulfilling its mission. Faculty in the three professorial ranks are expected to engage in research and to produce publications and other professional work. Faculty with the rank of instructor or its equivalent are not expected to publish, but often do.

In 1979, the University began to print an annual list of scholarly publications and conference papers by full-time faculty. In the 1978-79 academic year, roughly half of the full-time faculty in the three professorial ranks accounted for an average of nearly four entries in this list - either books, articles, or papers delivered at professional conferences. In 1979-80 roughly the same proportion produced an average of three entries. It is difficult to evaluate this record since the relative strength of the various publications is difficult to assess. Even though this record is not necessarily deficient, a regular analysis of research trends should be instituted by the APT and other appropriate committees.

In addition to individual faculty research, institutionally sponsored and externally funded research have a central role in AUC's overall mission. Accordingly, the academic departments and the Social Research Center are engaged in a broad range of basic, applied and action research projects. Notable examples are the Basaissa project in technology transfer and rural development; the Protein-Calorie Malnutrition project, the Desert project for applied research and demonstration of integrated agricultural and industrial development in arid lands; the action research of the Social Research Center in community health and family planning support systems; the research and development of instructional materials in the Center for Arabic Studies and of testing materials in the English Language Institute.

Even in the absence of a careful overall analysis, it is evident that current research activities are appropriate to the goals and objectives of AUC. It is also clear that the role assigned to research implies a greater emphasis on such activities than is currently the case. The fact that there is no Standing Committee with responsibility for AUC's overall research profile may be a symptom of this lack of focus. A University-wide committee should be established to bring greater coordination to research activities, to help formulate research policy and procedures, and to monitor AUC's research support systems (see p. 36).

SERVICE Faculty are expected to contribute time to both community and University service. Broadly conceived, "service" is considered as faculty involvement with individuals and organizations within and without the University in areas that are compatible with AUC's goals and useful to the wider community within which AUC operates. Annual faculty reports reveal considerable outside involvement of the faculty in various types of cooperation and service.

Some AUC faculty present lectures at National Universities, some occasionally teach part-time, and some engage in joint research. Other involvement is more structured, occurring through departmental research programs, the Social Research Center, and other AUC programs.

There is no regular examination of the quality of this service, but it is evident from the expanding framework of cooperation with institutions and organizations in Egypt and abroad that faculty service to the wider community has steadily increased over the past seven years. Over the next five years this momentum must be maintained.

Faculty Development and Evaluation

EVALUATION Faculty performance in teaching, research, and service is reviewed regularly by the Appointment, Promotion and Tenure (APT) Committee.

Review within the ranks at 'proficiency bars' is seldom rigorous, and few faculty fail to pass. Review for promotion from assistant to associate professor is more rigorous; there are stated requirements to be met, but no formal guidelines for the review. Promotion to full professor generally is rigorous, and guidelines for the mechanics of the review are stipulated in the Personnel Policies and Procedures (PPP) handbook (see Appendix I).

Policy does not stipulate the relative weight to be given to the three areas in which faculty performance is reviewed. In practice, teaching and research are given more weight than service, and research more weight than teaching. Departments coordinate the review process within the stipulated policy guidelines and make the initial recommendations to the APT Committee. In cases of promotion to full professor, outside evaluation of publications is required, and may be supplemented by internal faculty review.

Teaching effectiveness is reviewed both formally and informally. Since 1978, AUC has required the administration of Student Information Forms (see Appendix J) in all classes each semester on a regular basis. These forms provide data which are evaluated first by the Department and then the APT Committee. There is also informal feedback on teaching effectiveness from individual students and student representatives in Departments, but very little peer review.

The PPP Committee's formal review of all these procedures is not yet available, but information at hand justifies the observation that there is a basic anomaly in the evaluation of teaching faculty. While research is not considered the prime task of the faculty, it has become of prime importance in promotion decisions of the APT Committee. This is not a problem peculiar to AUC. Publications often seem easier to evaluate than instructional activities; but as long as instruction is the prime responsibility of teaching faculty, effective ways should be found to identify excellent teaching and to credit it appropriately. Over the next five years, this will be a crucial task.

While the Student Information Forms have provided useful information to the individual faculty member, the Department, and the APT Committee, they have not had the intended impact because of delays in distributing the information collected. This problem must be resolved. Since the weight of evaluation cannot be adequately carried by this form alone, the Department Chairmen's Committee must develop additional ways to evaluate teaching effectiveness. Rewards for teaching excellence

must not be tied solely to promotion. To this end, the APT and PPP Committees should establish awards for outstanding teaching.

DEVELOPMENT AUC provides general support for faculty development through research and conference grants which partially cover travel and per diem costs. These grants are coordinated by the APT Committee. The report on their effectiveness has not yet been received, but their usefulness is indicated by the steadily increasing number of faculty who have applied for them over the past five years.

Given the increase in airline fares and in the cost of living, these grants will have to be better funded in the future if faculty development is not to suffer. Care also must be taken to insure equal access to these grants, for present procedures tend to favor faculty from the smaller departments.

AUC also sponsors short-term appointments of Distinguished Visiting Professors of international reputation. This program is intended to keep faculty in contact with distinguished professionals in their disciplines, and to provide a general service to the educational community in Egypt. Each Department generally receives one such professor per year. The Department Chairmen's Committee, which coordinates this program, believes that decentralized selection procedures have resulted in a less distinguished body of visiting professors over the past five years than is appropriate. A longer lead time for identifying candidates, formal selection in the Department Chairmen's Committee, and a modest increase in honoraria are all necessary to improve this program.

Two other projects have provided effective mechanisms for faculty development. AUC has sponsored development of textbooks for certain courses for which no wholly adequate text was available. Two such texts have been developed by University faculty, and are in regular use. AUC also has supported start-up costs of a Social Science monograph series, and is helping to support an annual journal focusing on critical approaches to comparative literature.

Few instruments afford direct support for instructional development. Although the Arabic Language Unit and the English Language Institute provide forums for improving teacher effectiveness, and although research and conference grants may be applied toward this purpose, the PPP Committee should propose additional methods for enhancing teaching effectiveness.

Part-time Faculty

Roughly 15% of the instruction in programs leading to degrees is provided by part-time faculty, most of whom are full-time professors

in the National Universities. Student questionnaires and other reports indicate that part-time faculty are less effective teachers than regular staff because of unfamiliarity with AUC's policies and procedures and with the credit system of education; they clearly are not given the same care and attention on appointment as full-time faculty, nor are they subject to the same review requirements. It is recommended that the Vice President for Academic Affairs and the Department Chairmen develop an orientation program for part-time faculty. The APT and/or PPP Committee also should propose suitable review procedures for part-time faculty and should annually examine their salary scale.

Faculty Morale

It is clear from a number of reports that faculty morale may be a problem. The causes are related to the operation of AUC's organizational structure, to pressures resulting from anticipated growth in enrollment, and to the resources expected to be available in support of this growth. These issues will be addressed in two later sections (see pp. 31-32 and Section IX).

V. PROGRAMS

AUC offers both credit and non-credit educational programs in performance of its mission.

Degree Programs

During the 1970s the graduate and undergraduate curricula experienced few major revisions. In the early part of the decade, the first Engineering program - Materials Engineering - was added to the undergraduate curriculum. In the mid '70s a minor in Journalism was expanded into an undergraduate major in Mass Communications. At the graduate level two new programs were introduced during the same period: Political Economy (replaced by Political Science) and Teaching Arabic as a Foreign Language. This year a new interdisciplinary MA program in Middle East Studies was activated (see the Catalog Supplement for 1980-82).

At the end of the '70s more than half of AUC's undergraduates were majoring in Economics and Mass Communications.

Since detailed descriptions of all undergraduate and graduate degree programs appear in the University Catalog and Catalog Supplement, they will not be repeated here.

Undergraduate Degree Concentrations

Currently, admission to degree programs is not controlled by quotas. While some programs, particularly those in Mass Communications and the Sciences, do have proficiency or performance requirements, students are generally free to choose their majors without limitation.

A recently completed two-year review indicated the need for expanding the range of both professionally oriented and Humanities programs. In addition to providing students a greater variety of program options, this should help correct the existing imbalance in the distribution of majors(see pp. 9-10)

After discussion indicated that expansion of professional programs was compatible with AUC's liberal arts mission, Business Administration was added to the curriculum(see the Catalog Supplement).

A review of programs in basic Science and Engineering indicated that the decline in student majors in these fields was due not to the quality of existing programs but to a shift in student interest towards programs they believed would offer more attractive career opportunities than would the basic sciences. As a result, an expanded and revised Engineering program has been approved by the Academic Board. For the same reasons the Undergraduate Committee is reviewing a proposed B.Sc. in Computer Science.

A program in General Arts was presented to the Academic Board last year, and is currently under revision. A report recommending expansion of Philosophy offerings has been presented to the appropriate Departments (see Appendix K).

These new initiatives appear to be consistent with AUC's mission and goals, and to be responsive to real student needs or real deficiencies in the existing curriculum. While arguments for introducing professionally oriented programs are justifiable, and in some areas compelling, care must be taken to ensure that a visible curricular commitment to liberal education should not be allowed to weaken. Over the next five years, it is imperative that the Undergraduate Committee and the Academic Board regularly and carefully review the impact of these new programs and ensure that the University has the resources necessary for their viability and strength.

GENERAL REQUIREMENTS The General Requirements (35 to 44 credit hours) articulate the liberal arts focus that is one of AUC's main objectives.

All students must take 9 semester hours of English Composition and Rhetoric, more than is normal in most Universities with English as the medium of instruction. These skills are emphasized because of the nature of the secondary school systems from which most students come, and because effective use of language is necessary to the University's goal of fostering independent thinking.

All students also are required to take a 3 credit hour course in Arab Society, another in Arab History, and at least 3 credit hours in Arab Literature. Some students are required to take additional hours to improve their understanding of the Arabic language. These requirements are intended to provide the regional and cultural awareness expected of all AUC graduates. In addition, 6 credit hours are required in the Social Sciences and 6 in the Humanities in order to provide that interdisciplinary exposure which is at the heart of a liberal arts approach to education.

Alternatively, these latter 12 credits may be fulfilled in the Freshman Tutorial Program. Within the context of a major theme, this

program provides an intensive, year-long exposure to the major texts of world civilizations; it concentrates on discussion and writing skills (in coordination with the Freshman Writing Program), and is staffed by full-time faculty from a variety of disciplines. It was introduced in the hope it would replace the Social Science and Humanities requirements. However, the optimum enrollment was found to be about 100 students per year, roughly 25% of the current annual student intake. As a result, entrance to the program is now competitive.

In the basic sciences, students must take at least 7 credit hours (including at least one laboratory session) selected from a variety of General Science options.

Since some general requirements, particularly those in the Social Sciences, also serve as concentration courses in some disciplines, it might be argued that they do not represent general education. However, most of these courses are dedicated general requirements, are taken seriously by the Departments, and often taught by senior faculty.

Some concern exists as to whether these requirements will effectively maintain AUC's liberal arts orientation over a period when professional programs are expected to grow. Accordingly, the Undergraduate Committee has been asked to carefully re-examine the core curriculum during the current year.

OFF-CAMPUS ACTIVITIES Over the past five years, undergraduate courses have been enhanced by a considerable increase in the use of field trips and other off-campus instruction. This trend should continue during the coming five years.

Graduate Program

The majority of graduate students obtained their B.A. or B.Sc. degrees from the National Universities. This is believed to be in the best interest of AUC, and a positive comment on the shape of its graduate curriculum.

For the past ten years graduate enrollment has remained at roughly the same level, and no appreciable increase is anticipated in the coming period. Over 70% of the graduate students currently are enrolled in professional programs or those leading directly to careers, and we expect no dramatic change in this distribution in the next five years.

Over the past three years, new M.A. programs have been added in Political Science, in Materials Engineering and in Middle East Studies.

In 1961, the initiation of a Ph.D. program in Arabic Studies was proposed (see Appendix C), but this was never implemented. Recent

discussion about introducing Ph.D. programs led to the tentative conclusion that the cost of such programs would be prohibitive, but the Department Chairmen have been asked to reexamine this matter.

Many Departments believe that current policy assigns inadequate credit to faculty for Master's thesis advisement. This matter has been referred to the PPP Committee.

Although the current shape of the graduate curriculum seems appropriate to AUC's mission, and although no major revisions of M.A. programs are anticipated in the coming five years, a sub-committee is reviewing all graduate programs, including the proposed Ph.D. programs, with reference to cost considerations.

Non-Credit and Service Programs

The goals and objectives of AUC stress the importance of serving the local and regional community through a variety of educational programs. Since 1970 all of the non-credit and service programs have grown continuously. Over the past two years their growth has accelerated, both in terms of enrollment and types of programs offered. Over the next five years further expansion is projected.

CENTER FOR ADULT AND CONTINUING EDUCATION This Center, consisting of the Division of Public Service, the Division of Commercial and Industrial Training, and the AUC Press, offers more non-credit courses than any other unit of the University.

Each semester the Division of Public Service enrolls about 9000 students in Egypt in regularly scheduled courses in English, Arabic, Secretarial Science, Computer Science, Accounting, Business Education, Translation, and in technical fields.

The Division of Commercial and Industrial Training provides intensive training individually tailored to the specific needs of both public and private sector organizations and businesses. Examples are courses in supervision, executive secretarial skills, office management, English for groups engaged in such enterprises as banking, the petroleum industry, tourism, and data processing, as well as individualized instruction in English and Arabic.

AUC CENTER FOR MIDDLE EAST MANAGEMENT STUDIES This Center, through its Division of Management Development, offers short-term training in executive management and advanced management techniques to both private and public sector companies in Egypt and the Middle East.

CENTER FOR ARABIC STUDIES This Center offers courses in intensive Arabic and operates the Center for Arabic Studies Abroad on behalf of a consortium of 18 well-known American Universities (see the AUC Catalog).

ENGLISH LANGUAGE INSTITUTE This Institute provides intensive English training for pre-university students or for students preparing for study in institutions where English is the medium of instruction (see the AUC Catalog).

All these non-credit and service programs fulfill a vital function, for they allow AUC to respond promptly to changing needs and to serve a far broader and more diverse range of learners than would otherwise be the case. They also demonstrate to regional universities effective ways of serving the wider university community. In addition, they provide revenue for University operations.

Over the next five years, two aspects of the operation of these units will require special attention.

First, the general faculty must be much better informed about the objectives of these units and the nature and scope of their activities. This is necessary in order to overcome a tendency to view their programs as insubstantial and their operations as peripheral. Some programs have grown so quickly that proper administrative structures for coordinating their work with the rest of the University have not been refined. Both a change in organization and an annual reporting procedure (see p. 37) are recommended in order to rectify these problems.

Second, because AUC's remuneration policy was not designed for the short-term and irregular nature of some of these programs, staff remuneration has not always corresponded to the policy of academic departments. This has sometimes caused suspicion and even resentment. The President and the Committee of Department Chairmen should meet with representatives of the above mentioned units this year to seek and communicate a common understanding in this regard.

Curriculum Review Procedures

All units of the University offering either credit or non-credit instruction were asked to report on their program and curriculum review procedures. In some ways the reports were disappointing. Curriculum review of many ongoing instructional programs apparently occurs informally and irregularly, but there is no reason to assume it is inadequate.

On the other hand, in the academic area the Undergraduate and Graduate Committees, along with the Department Chairmen's Committee and the Academic Board, do require a formal and detailed review of

new courses and programs which seems adequate. However, non-credit programs do not appear to have equally formal and well-defined review procedures.

The University needs a more formal approach to review of new and current programs. The Academic Board should set formal parameters for review of all ongoing credit and non-credit instruction, and all of AUC's educational units should submit a regular review of their programs to the Academic Board. In some ways this is simply a recommendation to reinstitute and formalize the annual reports which Departments and Units formerly prepared. While we do not recommend at this time that all regularly offered instructional programs be approved by the Academic Board, an appropriate site and procedure for such approval should be developed.

The above procedures should provide the faculty with a better knowledge and understanding of the role played by AUC's various non-credit educational activities.

VI. OUTCOMES

Some discussion of outcomes and general effectiveness of AUC programs already has been presented (see Sections III and IV).

Until the last few years AUC was small enough (1200 FTE students) and cohesive enough for informal assessment of educational outcomes to be effective. Furthermore, no tested and reliable instruments had been developed for assessing outcomes in AUC's social and cultural milieu. In 1977 the University began to devote its own resources to development of such instruments, and the already mentioned Student Information Form, now in regular use, was the first product. An integrated set of instruments to survey incoming freshmen, outgoing seniors, and alumni is expected to be pre-tested this year. The observations of the Long Range Planning Committee rest upon data from faculty and student surveys; the Student Information Form; the Offices of Alumni Affairs, Student Development, and the Registrar; as well as data from a variety of informal feedback channels.

There is abundant evidence that AUC graduates are successful in their subsequent careers. Alumni pursuing more advanced degrees at major universities in America and Europe have accumulated distinguished records. Those pursuing careers in journalism, commerce, and government, as well as in other fields, also have been successful. Alumni clearly consider that their AUC education contributed importantly to their overall development.

Both the Student Information Form and other questionnaires reveal that students currently enrolled at AUC believe their educational experience is valuable. Courses are considered to be stimulating, to require independent thinking, and to be worthy of recommendation to others with serious academic interest.

Since students argue effectively in University Committees and are vocal in expressing grievances (against teachers, administrators, the Board of Trustees, or their own institutions of governance), it seems evident that one of AUC's goals - to develop and encourage independent inquiry and critical thinking - is at least partially achieved.

The reputation of a University is a direct reflection of its effectiveness, and can be gauged, in part, by admission trends. Ten years ago, 236 out of 616 applicants were admitted, their average score on the secondary school exam being 60%; this represented virtually the entire body of applicants meeting the minimum requirements. In 1980, 425 out of 1103 applicants were admitted, their average score on the same exam being 76%. This increase in number and quality of applicants is evidence of the effectiveness of AUC programs.

There also has been a dramatic drop in withdrawals from the University. In 1972, 5% of the admitted students withdrew, compared to 1% in 1981. This indicates that student satisfaction with AUC's programs has shown a marked improvement.

The University is still a small institution with a low student/faculty ratio, small classes, and close student-teacher contact. In such a setting, informal feedback can be a good indicator of educational effectiveness. Many students remain in contact with their professors long after graduation.

In conclusion, we believe appropriate steps are being taken at AUC to develop and refine the necessary instruments for assessing aptitude, achievement and educational effectiveness, and for regularly distributing the data collected. This enterprise has regional importance, for AUC's sister universities in Egypt and the wider Middle East need such calibrated and reliable instruments. Additional measures of AUC's effectiveness should result from continued expansion of the Alumni program.

VII. PLANNING, BUDGETING, AND ACCOUNTING

This self-study and planning process has been guided by the Trustees' estimate of the financial resources expected to be available to the University over the next five years. An anticipated decrease in the percentage of funding from AID over a period when the cost of maintaining current programs is expected to increase has necessitated an examination of the potential impact of various financial constraints and the appropriateness of certain initiatives intended to improve the University's funding base. Accordingly, the following matters have been considered:

1. Tuition A substantial increase in tuition for all students - both those in degree programs and those in the Division of Public Service.
2. Enrollment A substantial increase in enrollment for all programs, with enrollment in degree programs projected to reach 2500 (FTE) students.
3. Staffing Marginal increase in degree-program teaching staff and in support staff.
4. Salaries A rate of increase for staff salaries to exceed that for faculty, with both rates below that anticipated for the cost of living.
5. Auxiliary Enterprises Removal of subsidies in the Bookstore, Hostels, and Food Services.
6. Educational Enterprises Increased levels of activity for revenue-producing units including the AUC Press, the Computer Center, and the educational programs of the Center for Arabic Studies, the Division of Commercial and Industrial Training, and the Division of Management Development.
7. Contributions and Endowment A substantial increase in all forms of annual giving.

Tuition

Tuition has traditionally been heavily subsidized. Operating in a country in which higher education is free, AUC found it difficult to charge more than nominal amounts until the mid-seventies. Since then, tuition has been raised each year, but as late as 1979 it was only slightly more than LE 300 per year.

Constituencies both within and without the University have been surveyed to determine the appropriateness of the tuition increases projected by the Trustees and their potential impact on the composition of the student body. It is not surprising that students were opposed to tuition increases as rapid as those projected, yet the student questionnaire indicated that many of the families of students who could be expected to enroll as undergraduates would be able to bear the cost. In general, the reports from faculty substantiated this conclusion. However, as mentioned earlier (see p. 11), the Graduate Committee expects that graduate students, who generally are not supported by their parents, will find the proposed tuition levels a barrier; if so, AUC would have to expect the proportion of graduate students to decrease during the next five years. Both faculty and students stressed the need to increase the financial aid available to needy students. The Student Financial Aid Committee recommended that 20% of Egyptian Pound tuition income be reserved for this purpose.

In conclusion, we do not believe that any change in AUC's socioeconomic environment that may result from the projected tuition increases would be either inappropriate or damaging to the quality of the student body; we are more concerned about the effect of a relative, if not an absolute, reduction in the size of the graduate student body.

The projected rapid increase in tuition is necessary because there are no other feasible sources of the income needed to support AUC's programs over the next 5 years. By 1985-86, the University will need local tuition of LE 1200 and foreign tuition of \$ 4500 per year for academic programs, and \$ 6000 for intensive Arabic (see Appendix L). These are well above the levels of LE 1000, \$ 3500, and \$ 5000 projected at the beginning of the planning process. We endorse these higher levels, but with the understanding that half the revenue generated when local tuition rises from LE 1000 to LE 1200 be used to expand the student financial aid program*, the other half being reserved for faculty salary increases.

Enrollment, Staffing, Salaries

These three subjects are addressed together since they jointly contribute importantly to the state of faculty morale (see p. 21).

Virtually all teaching departments noted that the Trustees' projections implied an increase in the real workload of faculty and a reduction in real income. Understandably, faculty found this difficult to accept, and reacted negatively. To some it appeared

* We have already recommended (see p. 11) that 20% of the local tuition monies (up to LE 1000) be reserved for student financial aid.

that "belt-tightening" would be required only of faculty, since staff salaries were slated to increase at a higher rate. Questions also were raised about the extent to which administrative expenditures would be controlled. Most departments agreed that, with provision of more teaching assistants and appropriate classrooms, class size could increase; nevertheless, some believed that the need for additional teaching faculty had been underestimated and that, as a result, projections of University expenses would be found inadequate.

Having assessed the preceding opinions, we believe that faculty morale will improve if the University is able to demonstrate that faculty would not be asked to carry a proportionally greater increase in load than other parts of the AUC community. We also believe expenses can be reduced by a vigorous attempt to improve efficiency in such areas as Housing and Buildings and Grounds.

With improved classrooms and more teaching assistants (see p. 11), we think it would be possible to increase enrollment without a substantial increase in staffing levels. If a more balanced distribution of majors across undergraduate disciplines can be achieved, the anticipated enrollment increase should not compromise AUC's objective of providing instruction in small classes, though the larger student body may produce some diminution in the quality of the educational environment.

Given uncertain economic trends, this Committee has been unable to determine the rate at which salaries should increase. This matter must be reviewed annually with the objective of providing fair and just remuneration for both faculty and support staff. This Committee cannot accept the principle that salaries for support staff should increase more rapidly than salaries for faculty. Instead, all salaries should be examined with reference to specific employment roles, not general categories. We have endorsed an increase in the originally projected local tuition fees* on the understanding that half the additional revenue be reserved for increasing faculty salaries (see p.31).

In conclusion, we emphasize that the general morale of the AUC community will reflect the appropriateness of salary, enrollment and staffing patterns, and the care with which they are monitored.

Auxiliary Enterprises

AUC's auxiliary enterprises (Hostels, Bookstore, Food Services) have been requested to cover their costs by 1981-82. While effective steps are being taken to improve their efficiency, we do not believe they will be able to reach the break-even point that soon (see Appendix L) or possibly even by 1985-86.

* Originally, local tuition was expected to reach LE 1000 by 1985-86. During the course of our study, this was increased to LE 1200.

Educational Enterprises

The educational enterprises of the University include the Computer Center, the Press, the Social Research Center, the language training programs of the Center for Arabic Studies and the English Language Institute, and the training programs of the Divisions of Commercial and Industrial Training and Management Development. These units are expected to generate revenue to support AUC's operating budget.

Over the past three years some of these units have attained the expected revenue levels, but there is doubt that all of them will be able to achieve the goal set for 1985-86. For example, the Management Development program has covered its direct costs, but not assignable indirect and overhead costs. Furthermore, we see no assurance that the Computer Center can be expected to cover even direct costs.

In order to obtain a better evaluation of the performance of all these units, a common financial and accounting framework should be developed. A sub-committee has been formed to analyze the current resources of the Computer Center and to recommend the steps needed to improve its performance both as an educational resource and as a source of revenue.

Contributions and Endowment

Over the past five years both annual and endowment gifts to the University have increased steadily. In the coming five years, more than \$ 15 million must be raised from these sources. For this reason the Trustees are embarking this year upon a major fund-raising effort in America, Egypt, and the wider Middle East (see Appendix M).

Budget and Accounting Procedures

In order to improve its accounting system and to gain the capacity to generate financial data in a more timely fashion, the University has contracted for an assessment of the structure of its chart of accounts, and is developing a computerized accounting and financial analysis system. These steps are entirely appropriate.

Because the current budget process leaves little time for analysis and decision, the budget cycle should be moved forward, allowing deliberations - particularly those related to salaries - to be completed in time for the February meeting of the Trustees.

VIII. INSTRUCTIONAL RESOURCES

In order to evaluate AUC's instructional resources, this Committee conducted a facilities study that included the Library, the Audio-Visual Center, the Computer Center, the Language Laboratories, and the Physical Sciences laboratories.

Library

The Library serves not only the AUC community but also students and professors from the national universities. As one of the stronger research collections in Egypt, it has 175,000 volumes, including some 25,000 in Arabic and 30,000 bound volumes from 1100 current periodicals. There are two outstanding collections: the Creswell Library of Islamic Art and Architecture, and the Debanne collection of Egyptian History. The University also has begun to improve its holdings in Egyptology. We believe the Library provides adequate and effective support for current programs.

While the current library building does not have sufficient study space for students, the new library, to be completed this year, should provide ample space through the next decade. Financial projections also appear adequate to support growth of the collection over the next five years.

Audio-Visual Resources Center

Established in 1973 to consolidate instructional technology and to promote creative use of AV equipment and materials, this Center maintains and supervises use of the language laboratories, as well as overhead, opaque, video and film projectors.

Larger classes and increased enrollment will necessitate expansion and improvement of these facilities. In particular, the language lab will require expansion, either in a fixed or movable-station configuration; effective instruction of large classes also will require installation of permanent AV capabilities in classrooms. Transportation of projectors from central locations to individual classrooms is not effective now, nor will it be in the future.

Computer Facilities

Both current programs and the projected expansion of Engineering Sciences would profit from increased use of computer-assisted instruction and research. Priority also should be given to the task of keeping abreast of developments in educational software and analytic tools.

While terminals have been added to the mainframe of the NCR 8550M computer, they have not yet been installed in areas easily accessible to users. The use of distributed processing has proven effective in the Management Department, and some consideration is being given to providing such services through microprocessors.

Classrooms and Laboratories

Over the past few years the Materials Engineering and Physical Sciences Department has been examining its resources and improving the maintenance and coordination of its research facilities. While current lab facilities are adequate, anticipated expansion in Engineering will require expansion, improvement, and re-tooling of existing lab facilities.

The University operates in the middle of a busy and noisy metropolitan area, and its classrooms are not always adequately insulated from this noise. Completion of the new library will release the space needed for increasing both the quality and number of classrooms. In particular, rooms accommodating more than 50 students will be required.

IX. ORGANIZATION AND GOVERNANCE

AUC operates in accord with the provisions set forth in a cooperative agreement between its Board of Trustees and the Government of the Arab Republic of Egypt (see Appendix N).

Incorporated in the District of Columbia, AUC is licensed to confer degrees by the Educational Institution Licensure Commission of the District of Columbia.

AUC's organizational structure and mechanisms of governance are described in the By-Laws of the University and the By-Laws of the Trustees (see Appendix O). The current structure* provides a generally effective framework for University governance, with appropriate faculty involvement in decision-making processes. However, this framework will not be entirely adequate in the years ahead. Because standing committees have not always been used appropriately, some recent developments did not effectively involve the University community, nor were they communicated as regularly as they might have been. As a result, faculty morale was adversely affected.

New or Modified Committees

We recommend creation of two new committees, one for research and another for general administration of short-term training programs; a reactivation and modification of the role of the University Council; an expansion of the role of Department Chairmen; and certain improvements in the operation of standing committees.

COMMITTEE ON UNIVERSITY RESEARCH Research is a clearly articulated objective of the University, and research activities are expected to increase over the next five years. Consequently, a Committee on University Research should be established as a standing committee of the Academic Board. This new committee would be responsible for stimulating and encouraging research activities, for coordinating policy on external grants and contracts, for coordinating internal research support (perhaps including the APT Research and Conference Grants), and for communicating AUC's research activities to the community.

* A current Organization Chart is included as an Annex to this report.

GENERAL ADMINISTRATIVE COMMITTEE The need for effectively communicating the activities of units engaged in short-term and non-credit instruction was mentioned earlier (see p. 26). The administrative committees that currently oversee these units were not designed to interrelate the activities of the various units, to provide for coordination between them, or to develop common policy for them. Because these units are expected to expand their activities in the next five years, the University will have to adjust its administrative framework accordingly. A new General Administrative Committee, on which faculty would be well represented, should be created with responsibility for the above units, including responsibility for communicating their activities to the University community. Perhaps the earlier mentioned reports of these units to the Academic Board (see pp. 26-27) might best be presented through this Committee.

UNIVERSITY COUNCIL Many years ago this Council was created as a local group with a variety of functions that may have been appropriate to that period. Conditions now are different, and the University's needs have changed. Accordingly, we recommend that the Council be reactivated to fulfill certain specific current needs. It should meet annually to foster University and community relations and to receive the President's report and reports from all units of the University.

COMMITTEE OF DEPARTMENT CHAIRMEN In order to guarantee that University initiatives receive adequate attention and discussion over the next five years, we consider it essential to ensure that Department Chairmen play a more central role in University deliberations. For example, as a matter of regular practice the Committee of Department Chairmen should forward to the Academic Board its recommendations concerning new programs and other major changes proposed by the Undergraduate and Graduate Committees. The Director of the Social Research Center and the University Librarian also should be members of the Chairmen's Committee. These recommendations originated with the Chairmen themselves.

STANDING COMMITTEES While the structure of University governance is essentially sound, in recent years it has not been fully effective in coordinating and communicating the development of the University.

Some committees did not meet regularly enough; others suffered from irregular attendance. Neither the Committee of Department Chairmen nor the Academic Board met often enough to provide proper guidance at all times. The Budget Review Committee also met irregularly, and the Personnel Policies and Procedures (PPD) Committee suffered from poor attendance. Steps already have been taken to remedy these problems, but we urge the University to carefully monitor the performance of the standing committees. Faculty and administrators alike must ensure the effectiveness of AUC's governance and committee structure.

X. SUMMARY OF RECOMMENDATIONS AND CONCLUSIONS

Urgent

Note: The numerical listing is NOT intended as a priority ranking of any kind. The Planning Committee will continue to meet in order to develop a priority ranking of these items. Furthermore, the present Report will be updated annually over the next five years.

1. The traditional liberal arts orientation of AUC must be retained as academic programs in Business Administration and Engineering are expanded in response to Egyptian needs. ALL programs must continue to demonstrate the best in American educational practices and to serve as a cultural bridge between America, Egypt and the Middle East.

2. AUC's pioneer role in adult and continuing education should be expanded with proper regard for quality in order to respond to the demonstrated needs of Egypt's developing economy and of the Egyptian community at large.

3. No new program should be initiated and no existing program expanded unless the requisite funds are available.

4(a). More effective means of communication between faculty and administration must be developed in order to provide improved procedures for faculty participation in determination of University policy. This will also enhance faculty morale.

(b) Standing committees should meet more regularly and insist on better attendance; their performance should be monitored more carefully.

(c) Department Chairmen should play a more central role in University deliberations.

(d) The University Council should be reactivated, but only to receive the President's Annual Report and to foster improved campus communication and community relations.

5. Any increased burdens imposed by the projected increase in enrollment should be apportioned equitably among administrators, faculty and support staff.

6. More than \$15 million in endowment and annual gifts must be raised in order to make up for a decreasing percentage of funding from AID and to make possible the contemplated increase in enrollment and the expansion and diversification of academic programs.

7. Since an increasingly abundant supply of highly qualified Egyptian students seems assured, efforts to recruit non-Egyptian students (particularly from Africa, the Middle East and America) should be intensified.

8. By 1985-86, local tuition of LE 1200 and foreign tuition of \$ 4500 (\$ 6000 for intensive Arabic) will be required.

9. An amount equal to 20% of local tuition should be utilized for providing financial aid to students. When tuition rises above LE 1000, the additional funds thereby obtained should be divided equally between student financial aid and faculty salaries.

10. If the current ratio of graduate to undergraduate students is to be maintained as enrollment increases, the proportion of financial aid allotted to graduate students must be increased.

11. Completion of the new Library will provide ample library facilities for a decade, and will release space sorely needed to accommodate both current programs and anticipated increases in enrollment.

12. The size of certain classes can be increased if more teaching assistants and classrooms properly equipped to accommodate more than 50 students become available. However, if the current quality of education is to be maintained, more faculty may be needed than was anticipated by University projections of enrollment increases.

13. The projected enrollment increases will require expansion of the Language Labs and improvement and re-tooling of existing Engineering Labs.

14. Any proposal to depart from the uniform 9-hour teaching load for faculty in the three professorial ranks should be examined with utmost care. However, the Committee of Department Chairmen has been asked to recommend whether or not (a) the teaching load should, in certain cases, be increased to 12 hours, and (b) each Chairman should have more flexibility in assignment of teaching loads.

15. A study is underway to determine if faculty receive adequate credit for Masters Thesis advisement.

16. More effective methods of encouraging, identifying and rewarding excellence in teaching must be devised, including (but not limited to) special awards for outstanding teachers.

17. In order to improve the teaching effectiveness of part-time faculty, both a special orientation program and a system for reviewing their performance should be instituted.

18. The principle that support staff salaries should increase more rapidly than faculty salaries is unacceptable.

19. Though teaching is the prime responsibility of faculty, research appropriate to AUC's mission should receive additional encouragement by establishing a Standing Committee on University Research and by provision of additional funds for faculty research and scholarly activity.

20. Faculty tenure decisions will require extremely careful deliberation in order to operate within the tenure quotas established by the Trustees. Longer probationary periods and outside review of faculty publications should become mandatory.

21. Particularly in those areas in which faculty recruitment has been effective, AUC should:

(a) Establish faculty exchanges or loans with American universities, using the on-going agreement with the University of California state-wide system as a model.

(b) Attempt to recruit faculty nearing retirement or on sabbatical leave from American universities.

(c) Examine the pros and cons of instituting a differential in faculty salaries based on subject area.

22. Appointments of Distinguished Visiting Professors should be subject to approval by the Committee of Department Chairmen in order to assure a more nearly uniform level of excellence; a modest increase in honorariums would also be desirable.

23. In order to reduce the current imbalance in distribution of majors among the various academic departments:

(a) A divisional approach should be used only in the area of admissions and quotas should be established for overloaded majors.

(b) Students (and their parents) should be informed that the actual experience of graduating seniors does not conform to the perceptions of job opportunities commonly held by incoming students.

(c) The range of disciplinary majors available in both the Humanities and the professionally oriented areas should be expanded.

(d) For those students who have selected a major, each department should establish advising resource centers staffed by selected faculty.

24. Aptitude testing and other methods that may complement currently used admissions criteria should continue to be explored as a means of increasing the diversity of the student body.

25. The University's projections for the next five years may be too optimistic because:

(a) Serious doubt exists that such units as the Hostels, the Bookstore, Food Services, and the Computer Center will be able to cover their expenses even by 1985-86.

(b) More faculty may be needed than was anticipated to cover projected increases in enrollment.

(c) Faculty salaries should not increase at a rate below that for support staff.

26. The budget cycle should be completed before the February meeting of the Trustees in order to allow more time for deliberation, particularly with respect to faculty salaries.

27. The computerized accounting and financial analysis system now being developed should be completed.

28. To increase access to computer facilities, the use of micro-processors should be investigated.

29. A General Administrative Committee, with liberal faculty representation, is needed to coordinate the activities of all units engaged in short-term and non-credit instruction and to examine the remuneration policy of these units relative to that of the academic departments.

Less Urgent

Note: The numerical listing is NOT intended as a priority ranking of any kind. The Planning Committee will continue to meet in order to develop a priority ranking of these items. Furthermore, the present Report will be updated annually over the next five years.

1. A financially feasible method is needed for offering intensive instruction in the English Language to highly qualified candidates for admission who lack sufficient language proficiency to enter AUC's English Language Institute (ELI).

2. Systematic mechanisms for generating and evaluating longitudinal information about incoming freshmen, outgoing seniors, and alumni are being developed.

3. Responsibility for job placement of graduates should be assigned to the Alumni office.

4. While the current preponderance of female students could be reduced considerably without compromising AUC's mission, there is no agreement on either the desirability or feasibility of attempting to devise methods that would accomplish such a result.

5. The resources for personal counseling of students should be increased to permit greater sophistication of methods used.

6. Regular on-site examination of cafeteria food should be conducted in conjunction with the collection of feedback from patrons of the cafeteria.

7. Expansion of on-campus athletic facilities would be highly desirable if space were available.

8. The Student By-Laws should be reviewed with the aim of improving the quality of student life.

9. The core curriculum should be re-examined to ensure that the required courses maintain and nourish AUC's liberal arts orientation.

10. The use of field trips in undergraduate courses should continue to increase.

11. The Department Chairmen's Committee has been asked to examine, particularly with respect to costs, the recurrent proposal to introduce Ph.D. programs in certain departments.

12. More formal parameters are needed for review of new and current programs (both credit and non-credit).

XI. APPENDICES

- A. Trustees' Resolution (May 31, 1979): "Academic and Financial Long Range Study."
- B. President Pedersen's Memo to Faculty (September 29, 1979): "Long Range Planning."
- * C. AUC Brochure: "The Years Ahead" (Summer 1961).
- D. President Pedersen's Memo to Long Range Planning Committee (December 5, 1979): "Status of the Dwinell Committee Recommendations."
- E. President Pedersen's Memo to Long Range Planning Committee (December 8, 1979): "AUC in 1985/86."
- F. Dean Lamont's Memo to Long Range Planning Committee (October 13, 1980): "Long Range Planning - 1980/81."
- G. President Pedersen's Memo to the APT Committee (March 10, 1981): "Tenure."
- H. "Information for Prospective Faculty Members" (July 1981).
- I. Personnel Policies and Procedures for Teaching, Research and Library Faculty and Related Staff (1981-1982).
- J. "Student Information Form" plus "Draft Guidelines for the Use of the Student Information Form."
- K. "Report on Philosophy at the American University in Cairo" (January 1981) by Dr. Michael Krausz, Distinguished Visiting Professor.
- L. "Long Range Planning: 1985/86 Income and Expenditure Projections".
- M. "Five-Year, \$25 Million Financial Endeavor" (September 1981).
- N. "PROTOCOL Between the Government of the Arab Republic of Egypt and Board of Trustees of the American University in Cairo, Incorporated in Washington, D.C. in the United States of America, concerning the Status and Organization of the American University in Cairo"(November 13, 1975).
- O. (1) "The By-Laws of the Faculty of the American University in Cairo" (October 1968, with amendments adopted May 1973).
 (2) "By-Laws of the American University in Cairo"(As amended February 17, 1975).

* On reserve in Cairo for use of the Accreditation Team.

XII. LIST OF ANNEXES

1. American University in Cairo: 1980-82 Catalog.
2. American University in Cairo: Catalog Supplement (1980-82).
3. American University in Cairo: Organization Chart (Sept. 1981).
4. American University in Cairo: List of Professional Staff by Department and/or Unit (1981-1982).
5. 1980-81 Annual Institutional Data Summary of the American University in Cairo (supplied in February 1981 to the Middle States Association of Colleges and Schools).
6. Working Papers Available in Cairo.

APPENDIX A

ACADEMIC AND FINANCIAL LONG RANGE STUDY

Having in mind the desirability of updating long range planning for AUC's future development, and
Taking into account the views expressed by AID in its communications with the Chairman of the Board and the President of the University;

The Board of Trustees requests the President to prepare a long range academic and financial plan for the future development of AUC for consideration by the Board at its Winter 1980 meeting, but not later than its meeting of May 1980.

The planning should encompass all aspects of the University's work, including its academic emphases, its auxiliary educational functions such as DPS, MES, the Executive Development Program and SRC, grant and project activities, and functions designed to produce additional income and contributions. The study should include academic as well as financial goals and should include examination of all relevant factors, such as student-faculty ratios, tenure policies and percentages, faculty rank distribution, nationality distribution of faculty, and perceived educational needs in Egypt and the Middle East that can best be met by AUC.

Having regard to AID's expressed view that by AUC's 1985/86 fiscal year the University should be self-sufficient, or nearly so, the financial parameters within which the study is made should assume: an AID/ASHA supporting contribution by that time of no more than 25% of the total budget; contributions raised by the Trustees and the University through corporations, alumni, individuals and endowment of 15%; income from the University's auxiliary activities such as MES, Executive Development, ELI and CAS external programs, miscellaneous income, and grant overhead of 20%; fees and tuition, including DPS, of 40%. You should include an alternative section based on 20% from AID and 45% from tuition and fees.

You should assume an overall budget of \$17,000,000 (using the current exchange rate) based on the projections given to AID and representing a compound growth rate from the present budget of about 12%.

In undertaking the study you should be guided by the Board's view that activities auxiliary to the University's degree programs should be self-financing, including their appropriate share of overhead, and wherever possible should produce a surplus which can be applied to the academic program.

In preparing the plan you may assume that the Board will be willing to seek external capital funds for plant expansion, where the increased operating costs can be covered by increased income.

You should also assume that the Board intends the University to remain primarily of service to Egypt but that it will wish the international participation of American, Middle Eastern, African, and other students to expand.

Previous planning and development reports - within and outside the institution - should be utilized as preparatory materials.

1978/79 BUDGET1985/86 Planning Budget

<u>Income Source</u>	<u>Amount (000)</u>	<u>Percent</u>	<u>Amount</u>	<u>Percent</u>
USAID	\$ 4,035	54	\$ 4,250	25
Auxiliary Enterprises	465	5	2,550	15
Contributions	657	9	2,575	15
Tuition & Fees	1,696	24	6,780	40
Miscellaneous	517	7	850a	5
	<hr/>	<hr/>	<hr/>	<hr/>
TOTAL	\$ 7,370	100	\$ 17,005	100



TO The Faculty
FROM President Pedersen
SUBJECT LONG RANGE PLANNING

DATE September 29, 1979

Those of you who are not new this year are already aware of the desirability, as well as of the necessity of undertaking a forward planning study for AUC. Such a study will be useful for our own academic planning; it is essential for our relations with AID; it will provide a basis for fund raising; and it is needed for accreditation in the United States.

Attached is a Board of Trustees' resolution adopted at the May session directing me to undertake a long range planning study. The parameters are both academic and financial. The \$17 million equivalent budget which the resolution postulates by 1985/86 seems large, but in fact is little more than a static budget if viewed in constant rather than in inflating dollars. The amount reflects forward financial planning done last year for AID. The percentages of varying types of income were, however, revised considerably by the Board to reduce governmental subsidies to 25% or less and correspondingly to increase requirements for tuition income, auxiliary enterprises, and contributions.

This study can have a major influence on the future academic course and financial health of AUC. I therefore hope that all faculty and administrators will give it generous thought and attention.

I am pleased to appoint as members of the Long-Range Planning Committee the following:

Dean Thomas A. Lamont, Chairman
Dean Kenneth Saunier, Executive Director
Dean Mohamed Allam
Dr. Said Badawi
Dr. Yehia El Ezabi
Dr. Salah El Sayed
Dr. Mahmoud Farag
Dr. Hussein Fawzy
Dr. Saad Gadalla
Mr Saleh Hafez
Dr. Farkhonda Hassan
Dr. Mohamed El Hitami
Dr. Nicholas Hopkins
Dr. Marsden Jones
Dr. Herbert Reas
Mr. James Robinson
Dr. John Rodenbeck
Dr. George Scanlon
Mr. Carl Schieren
Dr. Doris Shoukri
Dr. Tim Sullivan
Dr. R.F. Pedersen - ex officio

Dean Lamont will also serve as Chairman of an Executive Committee composed of:

Dean Lamont
Dean Saunier
Dean Allam
Dr. Badawi
Mr. Hafez
Mr. Robinson
Dr. Sullivan
Dr. R.F. Pedersen - ex officio

Sub-Committees will be required on:

Academic matters
Student Admissions and Policies
Finance and Administration
Contributions, and
Auxiliary Enterprises

In the next few days the composition of these Committees will be announced by Dean Lamont. While their principal membership will be from the main Committee, other faculty or administrators will also be included.

The Committees will be provided with suggested topics of examination, including elements from the Trustees' resolution and other pertinent issues. Comparative data with other institutions and past trend data within AUC will be provided wherever possible. Previous planning studies will also be made available.

Ideally it will be desirable if the study can be finished in time (i.e. by January 1) for me to report to the Board in February with a view to detailed examination and Board decisions on key issues at that time. Assuming that this will not prove feasible, a substantial progress report will be required by the end of this semester, with the final report to be completed not later than April 15.

The first meeting of the Committee will be in the Trustees' Room at 2 pm on Tuesday October 9.

RFP:lw:128

Attachments: 1] Board of Trustees' Resolution
2] Basic Income Data



TO MEMBERS OF THE LONG RANGE PLANNING COMMITTEE

DATE December 5, 1979

FROM President Pedersen

SUBJECT Status of the Dwinell Committee Recommendations

As requested by the Long Range Planning Committee at its second meeting I have reviewed the Dwinell Committee Report of 1972 with a view towards informing Committee members as to what has happened to those recommendations. The report is framed in the context of 5 major recommendations and 9 subsidiary recommendations. In fact, however, it set forth a large number of specific recommendations. My comments review the specific recommendations and the status of the response to them.

I have left out recommendations in connection with Board of Trustees structure and other elements beyond the scope of the study requested of us by the Board. However, those recommendations have in general been implemented.

Recommendations and Comments

1. The present complex of activities should be maintained, with sufficient financial support allowing for inflation. There is also solid justification for planning for moderate, carefully controlled expansion.

Comment: Adequate, though not generous, funding has been maintained in the intervening period for the activities of the University. However the University has not undergone the carefully controlled expansion that the Dwinell Report had in mind. The present level of enrollment, roughly 1600 students, is a figure which has been maintained for a number of years and is only slightly above the 1971/72 figure.

2. There needs to be flexibility in responding and adapting to identified new and changing needs.

Comment: There has been a reasonable amount of flexibility in dealing with new needs, in such instances as the expansion of English language training, the growth in Graduate Management, the new effort to move into Desert Training, and the considerable expansion of the SRC into the Menoufia Project. It seems clear also that during the current stage of advances in Egypt a great many things are changing and that the University is poised to respond to such changes either through the regular academic program, DPS, Executive Development, Commercial and Industrial Training Services, or otherwise.

3. Only with Federal (U.S) Government financial support can AUC survive let alone fulfill the role the Committee visualizes.

Comment: This is clearly the case, and AID support of the University has continued. At the moment it is 50% of our unrestricted budget. However, we have been explicitly informed that this percentage must come sharply down within the next few years.

4. There should be gradually increasing financial support. In 1979/80 the budget should reach LE 3,400,000 and \$ 1,700,000. Of this the U.S. Government share should be LE 2,570,000 (with no estimate for the dollar amount).

Comment: The 1979/80 budget is LE 5,200,000 and \$ 2,500,000. The AID share of the budget LE 2,800,000 and \$ 500,000. Thus the budget of the University increased more rapidly than had been anticipated, particularly in the Pound side, where it was over 50% larger. The AID share of the amount in the budget is larger than but close to what had been anticipated by the Dwinnell Committee.

5. The budget projections were viewed as minimal and were based on a combination of a 4% annual inflation. The report commented that there would have to be correspondingly higher appropriations if there were a greater deterioration in purchasing power in either of the currencies.

Comment: The annual inflation rate average over that period was undoubtedly higher than anticipated and a substantial part of the increase in the University's budget reflects the increased inflation rate.

6. Capital funds will be needed from time to time. The first project meriting funding is a new library building, which would require between LE 600,000 and LE 1,000,000 with perhaps 1/5 of this in Dollars.

Comment: The actual appropriation for the library was much higher: \$ 500,000 and LE 1,900,000; and has had to be supplemented from other sources.

7. Sufficient funds might also be needed for possible purchase of the French Lycee and its remodelling, estimated at LE 1,400,000.

Comment: While there have been a number of attempts to pursue the possibility of acquiring the French Lycee, none of them have been successful. No money has been appropriated for this purpose. The cost would be greatly higher than the amount estimated in the Dwinnell Report at this time and may not be feasible.

8. At the appropriate time consideration should be given to seeking an additional allocation of Egyptian Pounds as an endowment, supplementing the funds remaining from those appropriated in 1968.

Comment: Last year the Trustees requested a new allocation of LE 28,000,000 from AID for the purpose of reconstituting the endowment. The request was turned down with a statement by AID that they would seek an appropriation for LE 10,000,000 to be spent over a period at least through 1985/86 (ie. not to be retained as a permanent endowment).

9. There will be a continuing need for annual Federal appropriations in Dollars.

Comment: We are now receiving an appropriation of \$ 500,000.

10. The Board of Trustees should accept the responsibility for vigorous fund raising in Dollars as its chief activity in the years ahead.

Comment: The Board of Trustees has done this. The unrestricted contributions received by the University in the year 1971/72 were \$57,000. Unrestricted contributions received in 1978/79 were \$430,000.

11. The present location of AUC at the center of the city is excellent. The advantages of this central location warrant the rejection of any thought of moving to some outlying location.

Comment: The question of location was reconsidered by the Board last year and the decision to remain in the center of Cairo reaffirmed.

12. AUC should place its educational emphasis on liberal arts and sciences, in conjunction with some concentration in areas where American methods can serve as useful educational models.

This is essentially the approach still being followed by AUC. The emphasis on Liberal Arts remains in everything we do. The Science Program has been continued within the context in which it then existed. There have been some increases of attention in areas where American methods are useful, such as computer sciences, management, and English language training.

13. Special programs deserve continuation and expansion when they meet Egyptian needs, such as the English language and its teaching.

Comment: The language program in DPS and ELI have expanded considerably, and we have the TEFL program. We also now are training Egyptians scheduled for periods of education and development in the U.S. under AID grants. We are also considering contributions in the Peace Scholarship Program and possible assistance in improving the teaching of English in Egyptian universities and/or secondary schools.

14. Special programs that also deserve continuation and expansion are those helpful in developing cultural understanding for and about Egyptians.

Comment: In addition to existing programs about Islamic Art and Architecture and Islamic culture and history the addition of Egyptology is a contribution to the development of cultural understanding, particularly in the present high state of U.S. interest in Egypt. The expansion of the Arabic Language Program should also be considered in the same context, inasmuch as the great bulk of foreign students, particularly American, now coming to AUC are in Middle Eastern and language studies.

15. AUC should limit its rate of growth and not seek to keep pace with the explosive expansion of Egypt's national universities.

Comment: AUC, in fact, has scarcely grown since the report was written. There is no possibility that AUC could seek to expand at anywhere near the rate of national universities.

16. A closer examination should be made of the functions and operations at the New York Office. Attention should be given to ways to reduce expenses. The office has been periodically examined. Expenses have increased. There is no feasible way to reduce expenses in a high cost location such as New York. The needs of the University for recruitment, for information from the U.S., for fund raising, and for other support in fact, probably will lead to further increases in New York expenses rather than to reductions.

17. Present programs need not be continued if changing conditions suggest that they be cut so that available resources can be better allocated elsewhere.

Comment My impression is that other than the closing of the Malta operation of MES there has been a little reduction in any programs in existence at the time that the Dwinel Report was issued.

18. Entry into new activities should only be undertaken when it is not only determined that a need is identified but also that the resources can be provided so that after development they can achieve a degree of excellence.

Comment: The expansion of the English and Management Programs were carried out under this concept. The initial special funding of both has now disappeared and they are solidly on their feet. The overall budget situation of the University is such that significant new programs can only be added if it can be foreseen that sufficient funds will be available to sustain them a result of increased student body, increased contributions, and surpluses from related educational activities.

19. We foresee justification for a gradual expansion in numbers from 1000 for the undergraduate program to 1500 by 1980 (possibly more if facilities and financing could be provided) and from 450 graduate students to 650 by 1980.

Comment: The student body currently is roughly 1600. There has been virtually no change in the number of graduate students, the number being roughly 450, while the undergraduate program has increased only by about 150 to 1150.

20. In commenting about gradual growth, the report states that allowance for some growth is necessary to provide needed flexibility (in AUC) as well as keeping pace with general economic expansion.

Comment: In essence, the small growth that has taken place so far and the anticipated growth that can be seen for the future would be in accordance with this general view. In fact there has not been enough growth to allow for any significant flexibility.

21. There should be a better diversity of enrollment, including Egyptians of various economic levels and from beyond Cairo. There has probably been very little change in the economic levels of the students, and probably no increase from beyond Cairo.

22. There should be preserved a good representation of other nationals, including Americans.

Comment: The percentage of other nationals and of Americans has not increased, although the number of Americans attending has increased in the last year or two.

23. The total should include other Arabs and other Africans.

Comment: The interest of other Arab students in coming to AUC has continued. It has not dropped in the last year because of political circumstances, although interest might have been expected to increase if those circumstances had not taken

place. There has also been a substantial increase in the interest of African students coming to AUC, the character of which we are currently studying.

24. Any expansion in size should be accompanied by maintenance of quality.

Comment: The quality of our student body has increased considerably in the last few years. My impression is that the quality of the faculty has also improved. While I do not believe that AUC is at a level equivalent to the outstanding private colleges in the United States, it obviously does the best job in Egypt in all areas in which it works. In some areas of our work AUC is outstanding. In any case the view of the Dwinell Report was that AUC should be better than national universities, but not out of line with the relatively modest aim to train well.

25. Selection of faculty should emphasize teaching abilities and performance, without neglecting efforts to move forward in research.

Comment: The primary interest and emphasis in the recruitment of faculty is in connection with teaching ability and performance, as it must be in an institution which is subsidized for the purpose of bringing university teaching to Egyptian students. At the same time there are a number of people of excellent research capability in the institution, and there are regularly a number of grant opportunities for modest research programs.

26. As for the student body it is to be expected that a general improvement in quality can occur.

Comment: As noted above, there has been a substantial improvement in quality of the student body, which now is at a considerably higher level than the national universities. AUC attracts more than its share of the outstanding students of the country.

27. Admissions policy should follow the model of American university practice, using a range of criteria, in contrast with the rigid reliance solely on test grades followed by Egypt's universities.

Comment: AUC's admission policy still follows the strict system of the national universities except for the introduction of the preference for faculty children this fall and the opportunity given to eligible students to fill unused international positions. The administration is currently looking into this question with a view to considering whether other elements could be introduced, such as SAT examinations, participation in student activities and other factors used in American universities in a form contemplated by the Dwinell report.

28. Care should be exercised in screening other well qualified candidates for admission who show a deficiency in English; they should not be barred on that account.

Comment: The ELI program responds to the recommendation in this comment. We should also consider further the suggestion of developing a program and funding to go into high schools - to help train prospective students in English.

29. A remedial program should be developed so that deserving students from lower income families and other who have not had the advantage of gaining facility in English from English medium schools can attend AUC.

Comment: This relates to the comment above. Proposals have been made in this direction but have not been implemented and the necessary outside funds have not yet been developed.

30. There should be a conscious attempt to accept a significant number of lower income Egyptians.

Comment: AUC modified its scholarship and financial aid policy last year in order to give greater attention to financial assistance. As tuitions rise further in response to funding requirements of the University and changing economic conditions continued attention should be given to this aspect so that the University may have an adequate spread of people attending it.

31. DPS most emphatically is a viable, effective and widely accepted contribution to the University, but further efforts to involve the program more into the total AUC life are needed.

Comment: My impression is that the DPS is more fully accepted in the University as a whole than it was a number of years ago, but not completely so. Perhaps this is one of the issues that needs examining in the course of the present study.

32. We favor expansion of DPS to any level that demand may take it, within the scope of financial and space requirements.

Comment: DPS has expanded to a level of 8000 as compared to roughly 5000 at the time the report was submitted. There are further possibilities of expanding DPS within present space requirements.

33. We favor programs related to Egypt's needs, such as TEFL and ELI.

Comment: Both of these have been expanded. ELI has perhaps experienced the largest expansion in the University, directly responding to community needs impinging upon us.

34. The Arabic Studies Division presents a problem from role of enrollment. It is nevertheless highly regarded and its maintenance and development is desirable.

Comment: There has been an expansion in Arabic Studies, especially in the intensive area. The expansion can continue subject to the availability of qualified teachers, currently a considerable limitation. We still receive criticism from foreign students about the regular Arabic courses.

35. We encountered pressure for AUC expansion, including diversification into other engineering fields, in the areas of science and technology, which have wide appeal

in Egypt. The committee cautions against being carried away by such pressures. High quality training that would be useful to Egypt and gain credit for America could only be supplied at high cost.

Comment: The caution recommended by the Committee has been followed in subsequent years. Science and technology at AUC remain roughly at the same level at which they functioned at that time.

36. Some question might be raised as to whether Materials Engineering is the area that should be continued indefinitely as the chief and only offering in engineering. The time may come when it might be deemed appropriate to convert to a different area of engineering in response to economic growth and development in Egypt.

Comment: The Thomas Report, produced by the Acting Head of the College of Engineering at Texas A&M, has recommended that the engineering program should be altered, expanded and broadened into more traditional areas of basic engineering instruction. That report is now under consideration with respect to its basic approach and with respect to the feasibility of financing a broadened program.

- 37: We recognize that the expansion contemplated to 1980 may include development outside social sciences and humanities, such as the sciences, but what is to be avoided is too rapid a growth in an area particularly costly to finance.

Comment: This is the policy which has been followed since that time. It is a policy which will be essential to follow in any forthcoming expansion or addition of any program.

38. Our approval of AUC special programs now being pursued extends into the graduate program in management. This is a program where the possibility of financial backing has been realized. This and other graduate programs should be expected to share in future expansion plans.

Comment: The Graduate Management Program, supported by seed funding from outside agencies, has solidified itself since the Dwinell Committee Report. It is now not only the best management program in Egypt but undoubtedly also the best in the Middle East. Its further development is possible on a financially sound basis. The combination of the Graduate Program and the Undergraduate Program in total will be self-financing.

39. SRC research is so important that it could be argued that it should be supported out of general funds. However, for the foreseeable future, this activity should be expected to stand on its own feet for the most part.

Comment: SRC functions have been expanded since that time, remaining under the basic policy that they are self-financing.

40. Our hope is that much more concerted efforts will be made to tie SRC research into teaching at AUC.

Comment: SRC's interest has been to be more closely related to the academic departments, and the recent appointment of Dr. Hopkins in SRC is one effort to bring this about. SRC personnel also are occasionally available for teaching. It may be that further steps could be taken in this area.

41. Because special funds are available from outside normally only in start-up periods, AUC should take on special programs only after careful consideration.

Comment: This is the policy being followed. Our record of taking over projects on our own after initial financing is good. We have obtained some special financing for the start-up of undergraduate Business Administration, and expect similar financing in the Engineering area. The initial funding for a number of years for the Desert Training Project will also come from outside grants and sources. We are entering it on the concept that it will, through its own outside services, be self-financing after its capital development and early years of operation through initial funding sources.

42. While AUC should not seek to keep pace with the explosive growth of the national universities, moderate expansion, flexible adaptation, and innovative experimentation in new special programs are desirable.

Comment: This, essentially, is the policy that is being followed, although the expansion has been even more moderate than anticipated.

43. We favour an emphasis on a Liberal Arts and Science education in conjunction with some concentration in areas where American methods can serve as a useful educational model for the national institutions.

Comment: Again this is essentially the policy which AUC has continued to follow. The emphasis is clearly on Liberal Arts with a small but well-equipped and directed Science program, with other areas of service being those in which AUC has a particular role to play because of our status as an American University and as a bridge between the Middle East and the West.

44. The development of AUC and its programs in this direction will require a slowly increasing operating budget both in Dollars and Egyptian pounds.

Comment: This, again, is what has been happening, although the increase has been more rapid than anticipated.

45. There are needs for two major capital appropriations, one for the new Library, the other for the French Lycee property.

Comment: As noted above, the funds for the new Library were obtained but funds for the Lycee were not. It is questionable now whether the University could raise the necessary capital funds even if the property were available.

46. It cannot be too strongly emphasized that the continued existence of AUC literally depends on the US government, which must supply a major portion of both the dollars and pounds to keep the University alive.

Comment: This remains the situation today. The percentage of US government financing has dropped from 1972 to the present from about 70% to roughly 50%. It nevertheless remains much higher than the percentage for any other AID-supported university abroad, and we have been given notice that the percentage must come down substantially in the next few years. Nevertheless, even with that being the case, it remains true that a major portion of both dollars and pounds from AID are necessary to maintain the University in anything like its present form.

47. It would be a mistake to think that more pound contributions could substitute for dollar appropriations from the US.

Comment: This again remains correct. Small amounts of dollars relative to the

pound contributions have continued to be made. Recently, AID agreed to pay for ELI training in dollars rather than pounds, and AID is supporting us in obtaining authority from the Egyptian government for conversion of some pounds into dollars, which cannot be done without explicit government approval.

48. The possibilities of expanding revenues from other sources can offer only marginal help.

Comment: The committee considerably underestimated the increase in revenues that might come from other sources. Since that time contributions and endowment have increased 64%; income from tuition and fees over 500%; income from DPS over 600%; income from institutional services over 400%; income from "other sources" over 900%. In addition, there has been substantial income this year from ELI contract services which had not been anticipated before at all.

49. In 1979/80 the pound requirement from the US government would have grown to almost LE2.6 million.

Comment: This estimate was almost exactly the amount in 1978-79, when we drew LE2.65 million. This year we are drawing LE2.8 million.

50. We think there should be an endowment (the pound endowment financed by AID), but caution the Trustees not to go down this road until all factors are carefully considered. The size of the endowment necessary to finance AUC expenditure would be in the neighbourhood of LE60,000,000.

Comment: This is almost exactly the level of pound endowment requirement for totally independent financing of AUC that the Administration arrived at last year when we submitted a request to AID for replenishment of the endowment. The request was turned down in favour of financing AUC on an annual basis, (utilizing remaining available PL480 pounds) and asking the University to institute plans to be financially self-supporting, or virtually so, by 1985-86.

51. The dormitory, if and when needed would probably qualify for investment under the endowment concept.

Comment: We are again examining exactly this possibility with the view to potential support from remaining endowment funds to help construct a new dormitory.

52. The character of AUC as an American institution depends on liberal staffing by American professors, with much of their costs being paid for in dollars. A considerable allocation in dollars is required to carry out this basic policy.

Comment: This remains AUC policy. Officially, under the protocol, 45% of the faculty should be Egyptian and 45% American. In fact, the Egyptian portion of the faculty is larger and, for financial reasons, is likely to stay somewhat larger. Nevertheless, the basic policy outlined is the one which currently guides the institution.

53. Because US government dollar support will be harder to obtain than pound support, it is important to pursue assiduously all avenues for reducing dollar expenditures and for increasing dollar income from non government sources.

Comment: Almost the entire thrust of the contributions effort on the part of the Trustees is to obtain dollar contributions. Foreign students are all required to pay in dollars, and we obtain dollar income for as many services as we can.

Whenever expenditures can be made in Egyptian pounds, current policy is to make them in pounds unless the increased cost is considerably out of line. We continually defer dollar-denominated expenses because of the lack of foreign exchange. In order to relieve the University of much of this burden we have requested, and received, AID permission to convert up to 10% of our PL480 income into dollars and are currently in the process of seeking Egyptian government approval. We expect that it will be obtained, but we do not yet have it. When it is obtained a substantial part of our currency availability problem will be solved and decisions can be made more directly on cost rather than currency factors.

54. While many American Universities use as income a portion of the capital appreciation from endowment, it might not be a sound policy for AUC and, in any event, would not provide much added income.

Comment: This is a correct analysis, and AUC does not use capital appreciation as income for current expenditures.

55. It will be difficult to keep the amount of dollars from the US government close to the \$410,000 amount provided in 71/72. To keep the government amount at that level, some \$600,000 extra would have to be realized by 1979/80, through a combination of more income and less expenditures.

Comment: AID dollar contributions currently are at the \$500,000 level and contributions from endowments and current income at about \$800,000. Thus the anticipation of the Dwinell Committee re AID dollar funding is close to the current reality.

56. Thought should be given to annual fundraising campaigns in Egypt, especially among AUC graduates and Americans in Egypt. In America, business with interests in Egypt and the Arab World should continue to be cultivated. Special attention should be given to identifying new and expanding enterprises that can be approached.

Comment: This is the basic policy that has been pursued since then, except that we have not had annual fundraising campaigns in Egypt, nor adequately approached AUC graduates and alumni.

57. Assistance needs to be sought from the less well-known foundations as well as the major ones. In this field, the main responsibility lies with the President and Faculty, but the Trustees can assist.

Comment: Through Mr Schieren we do approach a number of Foundations and other sources of program income which provide us with small amounts of money for special projects in research and other areas.

58. In some cases, American corporations have blocked pounds excess to business needs, and an appeal to them for AUC scholarships has been successful once or twice. More efforts in this direction are recommended.

Comment: I do not have the impression that much has been done systematically to develop this possibility. Under current circumstances, corporations are more likely to be able to need their pounds than before. However, the substantial new contribution from IBM for business administration did come out of excess pounds.

59. When the Board of Trustees is over 5000 miles away from the campus, it must put heavy reliance on the President and other administrators. They were pleased to note that the bylaws and practice of the Board pointed in that direction.

Comment: This policy has continued. The distance and cost involved in the more frequent association boards of Trustees have with many universities is not feasible at AUC for financial and administrative reasons.

60. The need to place full executive responsibility in the hands of the University President means that, in principle, it would be desirable for the New York staff to be under his direction.

Comment: In the last year, this has finally been decided upon and put into practice. This will gradually bring to an end a difficulty in the administration of the University that had persisted for many years.

61. The President should have executive responsibility in fundraising and government relations areas, subject to the Board's overall policy direction.

Comment: The President does have these responsibilities, with the primary day-to-day responsibility for government contact carried out by the New York Office and by Mrs Bartlett in Washington. Fundraising also principally is carried out in New York, although under the supervision and guidance of Dean Saunier.

62. The present central city location of AUC is excellent. For at least the next 12 to 15 years, and probably indefinitely, the present site should be adequate.

Comment: As observed earlier, above, this policy has been reviewed in the last year and reaffirmed. We are building new office and classroom space on the present campus, and there is every indication that AUC will stay here indefinitely.

63. There has developed a pattern of 45-45-10 on the faculty between Egyptians, Americans and others. Within the framework of having as good a faculty as possible, it is recommended that there be a gradual shift toward more Egyptians and non-Egyptian Arabs. It would save dollars and it is a good policy to put increased reliance on citizens of the host country.

Comment: The 45-45-10 ratio has been incorporated into the Protocol as the norm. The actual faculty ratio now is closer to 60% Egyptian, 35% American and 5% other. This has developed in practice rather than as a policy, probably partly in response to financial requirements.

64. The faculty should have a good representation of Americans to maintain the character of the AUC educational program.

Comment: This is the continuing policy. The policy assumption remains that roughly 45% of the staff should be American.

65. The Committee, in large measure for financial reasons, recommended the practice of renewal of two year appointments to four years, that AUC should encourage acceptance of such renewals for American professors who had made satisfactory contributions.

Comment: A substantial number of American faculty do stay for a second two-year appointment. Nevertheless, the basic policy remains two-year appointments, with the initiative for four year appointments more often coming from the faculty than the Administration.

66. While many students receiving scholarship aid require assistance, others can pay tuition. It might be possible to depart from local tradition and move in the direction of considering financial need in the amounts awarded for scholarships, as is the general practice in the US

Comment: A policy shift was made last year in the matter of scholarship and financial aid proportions, with a substantially larger amount of money going to financial aid and with scholarships often being recognitions or partial stipends rather than necessarily carrying with them a full stipend.

67. The thought has been put forward that tuition rates should be increased, accompanied by a compensating liberal policy of tuition remission on show of need. We do not advocate this or any other drastic change in tuition policy. Tuition revenue is so small a part of total revenue needs, that as a practical matter there is no real prospect of a significant addition to revenue from experimenting with tuition rates.

Comment: Economic conditions have changed sufficiently in Egypt that the Committee basic judgment about the possibility of tuition contributing to revenue is no longer correct. While total academic tuition revenue from Egyptians is less than that from foreign students, and less than that from the ELI-AID language program, last year, for the first time, it was slightly larger than DPS income. Up to now the increases in tuition have been incremental rather than "drastic", although in some cases they have been substantial. The differential between local tuition and foreign tuition remains about 1:4.

68. A good case can be made for inclusion of the opportunity to register on a limited basis for pass/fail.

Comment: The pass/fail system is very rarely used at AUC.

69. The student body at AUC, over time, is likely to become more activist with respect to their rights and concerns for matters affecting their interests. The administration and faculty should expect, on a time-lag, that the rising activities of students already experienced in the US would increasingly manifest themselves in the AUC student body in years ahead. There should be an accommodation to increased student involvement and even some facilitation of such participation through more inclusion of students in University affairs.

Comment: My impression is that an increasing student activity and involvement has been taking place in recent years. There has been some, but not a great deal of, involvement by students in the affairs of the University. The inclusion of the Student Body President in the long range planning body is one effort in this direction. Students also participate in the financial aid committee and in some other parts of the university structure.

70. In view of the identification of AUC with the United States, it is not only wise but imperative that AUC and students stay aloof from controversial political activity

Comment: This is the policy which AUC has consistently pursued.

- 71: A balance should be maintained between controlling activities that could be dangerous to AUC in its relations with the Egyptian government, and other institutions, on the one hand, and giving an opportunity for experiencing free speech and involvement in issues beyond the university on the other. One avenue for channelling activities so as not to risk undue trouble would be the development of an organised discussion within the extracurricular structure and in appropriate courses.

Comment: My impression is that, by and large, a reasonable balance has been maintained between these two poles. It does not seem to me that much has been

done in order to structure or organize a discussion within the extracurricular framework.

72. The relations of faculty with students should be improved. Some faculty do not offer office hours, or only on a limited basis. Students felt that certain professors, usually Americans, like to have their classes all on Tuesdays and Thursdays. The Committee recommended that the faculty and administration move to eliminate these practices.

Comment: I do not know whether this situation has improved or deteriorated in the intervening period. The comments of this sort one hears now are more related to the opportunity for outside consulting and outside income than the implication of the above comments related principally to obtaining free time.

73. The University faces a reputation of elitism, which may or may not be considered a stigma. A healthy student reaction to counteract this has been to compete actively in athletics with other national universities. The faculty and administration have sometimes handicapped competition by not readily clearing academic conflicts for players. The Committee sympathizes with the student desires to demonstrate their relationships with others.

Comment: My impression is that we have a good athletic program, given our limited facilities, and that we do compete actively with the other universities. If there are currently academic conflict problems that hamper this, I am not aware of them.

74. Admissions policy should be consciously aimed at bringing a somewhat greater diversity to student involvement. More middle and lower income applicants should be sought out and scholarships and financial aid made available to those qualified. Also, more Egyptians from outside Cairo and non-Egyptian Arabs would strengthen the student body.

Comment: This is the policy of the University, although my guess is that the economic and social composition of the University today is substantially the same as it was in 71-72. As indicated above, the proportion of scholarship and financial aid has been shifted toward larger amounts of financial aid. There are probably no more Egyptians from outside Cairo than before, and the non-Egyptian Arab participation in the University remains at a low level and probably about where it was in 71-72.

75. There should continue to be at least 10% or so students from the US.

Comment: The US portion of the student body has dropped to around 6 or 7%, although the implication of continuing policy has been that roughly 10-12% should come from the US.

76. More Arab students might be recruited from countries outside Egypt for the undergraduate program.

Comment: While this remains policy, the proportion has not changed over this period of time. Currently, for extraneous political reasons, it seems that an important change would be difficult. However, there has not been a drop in applications from students from other Arab countries. In fact, the interest has increased somewhat again this year.

77. At some future date another dormitory may be needed, essentially to encourage

and provide for enrollment of more Egyptian students from outside Cairo.

Comment: Because of the impending loss of the girls' dormitory in Zamalek, the prospect of constructing a new dormitory is under consideration. However, it has been actively under consideration before, and construction will depend upon financial feasibility.

78. We sense that faculty are feeling a lack of full communication with the administration.

Comment: That feeling remains current. This is an endemic problem of universities, but every effort should be made to overcome it at as compact an institution as AUC.

79. One consequence of the frequent turnover of faculty is a tendency by the administration to make decisions and operate with less consultation than is desirable.

Comment: No doubt this will seem to most of the faculty to continue to be the case. While there are probably policy differences between the administration and faculty on the locus of authority in some instances, my impression is that the basic difficulties in communication and consultation are problems that can be readily ameliorated.

80. There are no compelling reasons for radical changes in the administrative structure of AUC, though the Committee hopes that DPS and SRC could be better integrated into the total educational structure of the University.

Comment: The administrative structure remains much as it was at the time of the report. DPS and SRC are better integrated and accepted, though not fully so.

81. The Graduate Management Program is deficient in relating to Arabic ways. There is a dearth of suitable Egyptian and Middle East materials.

Comment: Both of these have been corrected, and new case materials are under development.

82. There may be opportunities for American faculty to supplement incomes in Cairo by providing consulting services, especially in Management and Economics. If the University cultivated such business on behalf of the faculty, this could indirectly benefit the University financially.

Comment: Opportunities for consulting, both for overseas and local faculty, have increased dramatically since that time. Although the University is moving toward more grant and contract educational work, it has not yet moved into the consulting area.

83. The Press loses money. We are not hopeful of converting the University Press into a profitable undertaking. However, printing items from other educational and cultural sources might add more revenues than expenses.

Comment: On a proper cost-accounting basis, the Press no doubt continues to lose money. In the particular circumstances of Cairo, including AUC's bilingual capability, it seems probably to me that an adequately equipped press could, in fact, make a profit. Studies are currently underway on this, with a view to borrowing funds to modernize the Press and to placing the operating on a profitable basis.

84. Most administrative posts are occupied by American citizens who receive some income in dollars. The appointment of an Egyptian, if best qualified, would save dollars. This action should be considered except with regard to the Presidency and certain other key posts.

Comment: The nationality relationship within the Administration remains the same as at the time of the report. Senior positions are reviewed with respect to function rather than to dollar savings.

85. Former American professors at AUC should be enlisted to help seek out means of support for AUC.

Comment: Little effective has been done in this area because of lack of resources to pursue a wide number of things.

APPENDIX E

AUC in 1985/86

I have been asked by the Long Range Planning Committee to outline my views as to how AUC might develop over the period of the planning study.

To do this it is helpful to consider potential change in the context of societal needs and the evolving environment in which AUC functions.

Basic Liberal Arts Characteristic

However, we first should ask how we see ourselves. The core of AUC - as a traditional, small Liberal Arts College of a primarily undergraduate nature, following a typically American approach in seeking to develop educationally rounded graduates - should persist. That has remained at the heart of AUC's work through all past changes. It should continue to be so during the period under review. While for many years there has been a desire to strengthen AUC's graduate function, this is happening only slowly, and AUC seems likely at this point to remain an undergraduate college with graduate aspects, rather than vice versa.

As liberal arts education is the core of AUC's approach, it seems to me that we need to examine our arts and science offerings with a view to greater comprehensibility. There are obvious gaps in our offerings in areas such as philosophy and logic, languages, biological sciences, music and the arts, and history. Comparative literature strikes me as too European-oriented and too little world-literature oriented for a University such as AUC. So do our limited history offerings. On the other hand, it might be appropriate to offer somewhat more than we do in American studies. In Mass Communications, I would have thought that an increased orientation toward television and radio would be appropriate for an American-origin university.

I am not suggesting that we should abandon the established approach under which AUC has chosen a limited number of strong areas of concentration and developed them rather than trying to do everything. The broadening of our offerings would also depend on some combination of curtailment of existing courses, expansion of the student body, improved efficiency, and increased income from other academic or continuing education programs. But in principle, insofar as we project a rounded liberal arts approach to education, we should try to expose our students to as wide a range as possible - and on a world-oriented, not European-American oriented, basis.

* * *

Opportunities for AUC, and demands upon it, will lead us to respond also in other ways in the next few years, adapting to changing circumstance as AUC has often done in the past.

Implications of Peace and Economic Development

Egypt has entered into a protracted period of internal renewal and economic development within the framework of active participation in the world economy. In areas relevant to AUC this is already producing greatly expanded needs for people who can speak good English, for improved management concepts in both the public and private sector, and what may need to be an explosive increase in business, industrial and technological skills of all sorts. It is also

producing opportunities for AUC service to the country in areas of potential economic and social importance such as family planning and desert development.

AUC is, of course, admirably suited to help meet Egypt's needs in English. The opportunities are endless and our problem will be to choose among them. In addition to English training for our own students, it would seem appropriate that we concentrate on English for Egyptians scheduled for further education or training in the US or elsewhere abroad, on assisting in upgrading the English language capabilities of the Egyptian educational system, on meeting pressing needs of government departments, and on the production of English language teachers. Within DPS, the English language program will continue to be its major emphasis, and a more diversified program may be desirable. As financial and availability factors require DPS to function with less highly trained teachers than ELI, close supervision of quality will need to be maintained, and less rapid levels of results must be anticipated. In short, AUC's English programs will almost certainly further expand in the next few years.

Because of our American characteristic, AUC is also automatically looked to as a source of education in Management techniques. Our already established position in this area both in graduate degrees and in executive development, so far principally for the public sector, makes AUC an established leader in Egypt. AUC has before it the opportunity to become the Harvard Business School of the Middle East. To grasp that opportunity would meet the desires of many of our own undergraduate students, respond to major needs of both the public and private sectors in Egypt, exert a leading influence in the Middle East generally, and make AUC a principal center for educating Americans in Middle Eastern management conditions as well. In short, a conscious solidification of the Management Program into a leading AUC contribution, rooted in graduate and undergraduate academic programs but also active in meeting continuing education needs, and directed primarily to Egyptian needs but also adapted more widely to Middle Eastern and East-West perspectives, would seem to be an appropriate role for an American-originated institution and one that will strengthen AUC's institutional position generally.

At the sub-university level, commercial and technical skills are also in short supply in Egypt, and there will be increasing demands to fill them through AUC's continuing education programs and other channels. While most American universities now have extensive continuing education programs, AUC's role in this area is particularly well suited to Egyptian conditions. We were the pioneers in Adult Education. We have a capability to function both in English and in Arabic, and we have a proven track record. We have recently reoriented MES into the local situation with a view to responding to increasing private and public sector needs, and have renamed it Commercial and Industrial Training Services, in order to distinguish it from middle and upper level management training under the Graduate Management Program. Both CITS and DPS are likely to expand substantially over the next few years, essentially along present lines but with the possibility of doing more in the training of trainers in vocational skills under DPS and of electronic training courses, in cooperation with Bell and Howell Schools, under CITS. Electronics training is an obvious area where American expertise can make a contribution in Egypt and elsewhere in the Middle East.

These programs are not only important contributions to educational advance in Egypt, but they enable us to serve wide segments of the Egyptian public, and of Egyptian institutions, who would otherwise not be related to AUC at all. There is thus a social and an institutional reason for us to proceed in these areas, while keeping the quality high and their functions distinct from the academic programs.

Egypt's development also will require important attention to social as well as to more purely economic factors. Among the most important of these are health care and family planning. Also significant is the broad question of the social impact of economic development. AUC does not have the resources to enter the medical field, as has often been recommended, but the SRC has unrivalled experience and competence in family planning, social research and related facilities. Opportunities - and requests - for us to expand in this area are likely to be extensive, and our limitations will be more those of qualified staff and space than of basic capability. In meeting future requirements, we should put an emphasis on diversification of content to the maximum extent feasible. The present concentration in population related areas, while a significant social priority and readily fundable, could create a long range vulnerability.

AUC also has an opportunity to respond to Egyptian policy by our help in developing its water-scarce areas through our incipient Desert Development and Training Project. Working in cooperation with experienced universities from the United States and Egypt, with substantial capital input from the Egyptian government, and under outside grant funding, we hope that the project can become a substantial contribution to making the expenditure of funds for desert development the most effective possible. The significance of this project will depend upon our success in funding efforts, but it could become as important in the future as SRC already is.

Improvement in Egyptian American Relations

The dramatic change in Egyptian-American relations over the past five years, accompanied by an unprecedented American public interest in Egypt, is opening up many new possibilities of cooperation and service hitherto restricted by the political context. Much of Egypt's economic development will be fuelled by US grants. There is likely to be a major growth in US travel to Egypt, in educational, economic, governmental and social exchanges between the two countries, in US student interest in studying in Egypt and in learning about the Middle East.

Many private and corporate funding sources in the US who previously might have been reluctant to give money to AUC now are likely to be favorable. AUC's opportunity to serve as "an intellectual bridge between and for the mutual benefit of the peoples of the Middle East and the United States" is likely to be greater than ever before (though the importance of this bridge was probably greatest during the period when Egyptian-American relations were at their most difficult).

The implications of this development are a greater role for AUC in educating American students about the Middle East, in particular in the Arabic language, in Middle East studies, in Egyptian historical studies (from Egyptology through Islamic periods), in the sociology and economics of developing countries (particularly of the Middle East). Increased numbers of Americans living in

Egypt will bring a larger number of degree students, more year abroad, summer school, and graduate American students will also seek to learn about Egypt and the Middle East from us. The general increase of world involvement with the Middle East will also stimulate interest at the continuing education level in Arabic, Middle Eastern management, and for many living in the area, various types of Egyptian or development studies.

The most important implication is for Arabic language studies. While there apparently can be substantial further improvement, my impression is that no university anywhere does a better job than AUC in intensive teaching of Arabic as a foreign language. Intensive Arabic already is expanding both at the academic and continuing education levels, and we are beginning to turn out our own TAFL degree personnel. The potential expansion in this area in the foreseeable future is limited principally by the availability of highly qualified personnel. While the essence of AUC for its great majority of Egyptian students - and its reputation in Egypt - stems from its educational approach and its English language, no program of the University is and can continue to be so important for our world-wide status as Arabic. Its continued expansion and diversification both at the academic and continuing education levels is thus both something for which the demand already exists and an area in which we have an interest in expanding to the maximum of our quality capability.

Over 15 years ago there was an intention to add a PhD program in Arabic to AUC's work in this field. While I would be cautious about going into PhD programs in general, my impression is that we could be outstanding in an Arabic language doctorate and that it would add to AUC's prestige.

The increased enrollment of American year abroad students this year went heavily into Middle Eastern studies. Such interests are likely to be the primary focus of future students as well. Thus this area of our offerings is likely to be increasingly desirable to foreign students. In publicity in the US we might want to bring out more clearly the diversity and richness of our Middle East-oriented courses in economics, political science, and sociology as well.

Interest in Egyptian history - particularly Pharaonic - has always been high in the US. Present conditions are certainly increasing US interest in Islamic and possibly even in Graeco-Roman periods of Egyptian history as well. AUC, because of the difficulties of the language problem in other local universities, is the only university in Egypt to which American and European students and universities can relate in these areas. Solid offerings across the swing of Egyptian history will be attractive to western students and contribute to understanding. If we can also obtain outside funding for consistent external research in such areas, we may also be able to establish AUC as an important research, as well as teaching, institution in Egypt's past - with increased ties to American and other universities and increased appeal to scholars.

The elements of our summer school that are of interest to foreign students, teachers, and even first visitors to Egypt, also ought to be progressively developed. Many students may come to AUC for summer programs who do not want to be away from their university for a year or even a full semester. AUC has also already been helpful in US curriculum development on Egypt and the Middle East through summer programs, and this service might be developed into a continuing program of long range significance to US understanding of Egypt and the Middle East.

Middle East and Africa

Because political circumstances have made AUB's traditional Middle Eastern role extremely difficult to carry out, and because in the long run Cairo is and will remain the central point of the Arab world, AUC has an increased responsibility to make a contribution to the Middle East generally, in addition to its responsibilities to Egypt. Currently, the political circumstances of Egypt's own relations in the Middle East also restrain that development. However, it is notable that even under such conditions, inquiries and applications from the Middle Eastern countries have increased rather than diminished in the last year.

AUC also is the only American university on the African continent. For many years it has consciously sought to bring a number of African students to AUC. This year the applicants increased over four times that of last year, and the number of admitted students doubled. The reasons for this have not yet been fully analysed, but it is apparent that there is a demand from Islamic-oriented and from English-speaking Africa for AUC's services. No particular academic offering developments seem likely to be required or to result from this, but a larger number of African students seems likely. (This also may be an area in which special scholarship funding may be feasible, leading to a more stable core of African students on the campus.)

American Methods as Models

The Dwinell Committee report had, among other things, recommended a continued emphasis upon liberal arts and science, in conjunction with some concentration in areas in which American methods can serve as a useful educational model.

The development of SRC, the Graduate Management Program, the Desert Development and Training project, and the DPS are all examples of areas in which American methods can serve as a model, as indeed our entire liberal arts emphasis is.

Two other areas - responsive both to increasing needs from Egypt's economic growth and to our particular capability from our American origins - in which AUC can beneficially develop in future years are in computer science and in engineering.

AUC's computer science center already has several years of excellent experience. The Mathematics major includes a high degree of computer courses. We already have a computer science minor, and a computer science major is under consideration. A well-articulated computer program at AUC would seem eminently suited to our function, of great value to Egypt, and of high interest to many students. I would hope that it might move directly toward the leading edges of developments in the US.

Last year, a careful study was made of the current AUC engineering program in materials engineering and of the requirements of multinational corporations and the public sector in this field. An enlarged program with traditional degrees in Mechanical and Electrical Engineering has been recommended and is under examination. The program would uniquely apply US techniques in having an important liberal arts element, in being combined with business administration aspects, and in having a "cooperative" program doing the education with industry. Because of growing US industrial and economic commitments to Egypt and the Middle

East, an increased demand for quality engineers in the area seems assured, and the significant financing necessary for such a program is probably feasible. If so such a program would help adjust our science-oriented offerings to new conditions and opportunities and strengthen AUC's contribution to Egypt's development.

Financial Parameters

Over the next few years AUC will probably be faced with four principal financial situations:

- (1) An improving Egyptian economy;
- (2) Inflationary Egyptian and American economies;
- (3) A considerable reduction in AID's share of AUC's total revenues (though not necessarily in the amounts); and
- (4) Increasing availability of grant funds for substantial research and training programs.

Within these parameters, AUC's economic health will depend upon sharply increasing its own income from tuition and fees and from its related continuing education-type functions (EDP, CITS, ELI contract programs, DPS, etc). We will also require substantially increased contribution income from the United States and the Middle East. Our capital plant will have to be utilized to maximum efficiency. And we will have to make as many savings in expenditures as possible. This concentration of factors leads, in my estimation, to an enlargement of our functions within our capital base (i.e., to an increase in the student body to about 2500 and in DPS to 10,000 or more, plus smaller increases in other continuing education type programs). It will also require regularly increased changes, and a full complement of non-Egyptian students.

Over many years AUC's annual rate of growth has averaged about 13%. It seems likely that this rate will remain similar for the future, with the increased difficulty that the inflation rate may continue at that level or higher. Commodity and external costs over which the University has no control seem likely to increase at rates higher than 13% annually. Accordingly, if we are to maintain our economic viability within foreseeable income prospects, greater efficiencies will have to be found in our methods (for example, possibly in class size, student-teacher ratios, computerized management techniques, use of traditional support staff, etc). And the actual introduction of new functions will have to be examined closely at the time of implementation in terms of economic impact.

Richard F. Pedersen

AUC UNRESTRICTED BUDGET

Expenditure Projections

Related to Board of Trustees Resolutions on Long Range Planning

Source	May 1978/9 Budget in Dollars	%age	Projected 1985/6 Budget in Dollars	%age	Compound Annual Growth Ra
Best Available Copy					
1: <u>AID</u>					
2: <u>CONTRIBUTIONS</u>					
3: <u>ACADEMIC INSTRUCTION</u>	3,155,000	40%	6,854,000	40%	12%
a) Academic	(2,920,000)		(6,154,000)		(11%)
i) Sal/Sup 2,315,000			[4,810,000]		[11%]
ii) Library 300,000			[750,000]		[14%]
iii) Schol'shp 175,000			[300,000]		[8%]
iv) Fell'ship 130,000			[222,000]		[8%]
b) DPS	(235,000)		(700,000)		(17%)
4: <u>EDUCATIONAL ENTERPRISES</u>	1,000,000	13%	1,649,000	10%	7%
a) CIT(MES)	(400,000)		(400,000)		(--%)
b) EDP	(65,000)		(135,000)		(11%)
c) Grants & Contracts	(185,000)		(384,000)		(11%)
i) SRC Salaries 185,000			[384,000]		
d) ELI-AID	(70,000)		(200,000)		(16%)
e) Press	(135,000)		(280,000)		(11%)
f) Computer Centre	(145,000)		(250,000)		(8%)
5: <u>INSTITUTIONAL SERVICES</u>	580,000	7%	1,279,000	7%	12%
a) Food	(175,000)		(387,000)		(12%)
b) Hostels	(110,000)		(243,000)		(12%)
c) Bookstore	(230,000)		(508,000)		(12%)
d) UEEF	(65,000)		(142,000)		(12%)
6: <u>MISCELLANEOUS</u>					
7: <u>ADMIN AND GENERAL</u>	3,110,000	40%	7,450,000	43%	13%
a) Exec Admin	(850,000)		(1,700,000)		(10%)
b) Gen Admin	(1,535,000)		(3,700,000)		(13%)
c) B & G	(775,000)		(2,050,000)		(15%)
TOTALS	\$7,895,000	100%	\$17,232,000	100%	12%

AUC UNRESTRICTED BUDGET

Income Projections

Related to Board of Trustees Resolutions on Long Range Planning

Source	May 1978/9 Budget in Dollars	%age	Projected 1985/6 Budget in Dollars	%age	Compound Annual Growth Rate
<u>AID</u>	4,285,714	54%	4,300,000	25%	None
<u>CONTRIBUTIONS</u>	639,285	8%	2,300,000	13%	20%
) Gifts	(489,285)		(1,700,000)		(19%)
) Endowment	(150,000)		(600,000)		(22%)
<u>TUITION AND FEES</u>	1,554,057	20%	5,940,000	34%	20%
) Academic	(1,035,915)		(4,168,000)		(22%)
) DPS	(470,000)		(1,600,000)		(20%)
) Fees	(48,142)		(172,000)		(20%)
<u>EDUCATIONAL ENTERPRISES</u>	897,527	11%	3,190,000	19%	20%
) CIT(MES)	(81,000)		(550,000)		(31%)
) EDP	(54,285)		(260,000)		(25%)
) Grants & Contracts	(267,871)		(948,000)		(20%)
i) SRC Salaries 167,871			[348,000]		[11%]
ii) Overheads 100,000			[500,000]		[29%]
) ELI-AID	(364,800)		(650,000)		(9%)
) Press	(101,000)		(482,000)		(25%)
) Computer Centre	(28,571)		(300,000)		(40%)
<u>INSTITUTIONAL SERVICES</u>	412,141	6%	1,284,000	8%	18%
) Food	(131,428)		(387,000)		(17%)
) Hostels	(73,571)		(245,000)		(19%)
) Bookstore	(142,857)		(510,000)		(20%)
) UEEF	(64,285)		(142,000)		(12%)
<u>MISCELLANEOUS</u>	98,591	1%	218,000	1%	
<u>ADMIN AND GENERAL</u>					
TOTALS	\$7,884,315	100%	\$17,232,000	100%	12%

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INCOME

as percentage of Direct Costs

Assumptions

	1978/79	1985/86
1: <u>AID</u>		
2: <u>CONTRIBUTIONS</u>		
3: <u>ACADEMIC INSTRUCTION</u>	49%	87%
a) Academic	(35%)	(67%)
d) DPS	(200%)	(230%)
4: <u>EDUCATIONAL ENTERPRISES</u>	89%	194%
5: <u>INSTITUTIONAL SERVICES</u>	71%	100%
6: <u>MISCELLANEOUS</u>		
7: <u>ADMIN AND GENERAL</u>		

- 1: Compound inflation rate of 12%.
- 2: Compound GNP growth rate of 9%.
- 3: Increase of Student body to 2500.
- 4: 75% of student body on ARE tuition; 25% on international tuition.
- 5: 1985/6 tuitions of at least LE1000 and \$3500.
- 6: DPS expansion to at least 10,000 with tuition increases at about 15% per year.
- 7: At least doubled endowment for Engineering or from Arab peninsula.
- 8: Cost savings through:
 - greater use of computers in Admin.
 - student/faculty ratio or load changes
 - increased utilization of capital plant
- 9: Addition of new academic programs on which where cost recoveries can be anticipated or weaker programs curtailed.
- 10: Highest rate of expenditure increase in:
 - commodities (due to inflation)
 - salaries of staff & custodians
- 11: Termination of subsidies for institutional services.
- 12: Firm university support for expanded educational enterprises both for educational and financial reasons.
- 13: Maintenance of peace and warm US/Egyptian relations, plus amelioration of Egyptian/Arab relations.
- 14: Faculty increase of 10-12%.
- 15: 70p:\$1 exchange rate used throughout.
- 16: Admin increase of 10-12 plus about same in staff and custodial.
- 17: Endowment is assumed to have been increased by \$3,500,000 for Engineering.

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APPENDIX F

LONG RANGE PLANNING / 1980-81

TO: The Long Range Planning Committee

FROM: Dean Lamont

DATE: October 13, 1980

We are beginning the second year of our long-range planning efforts. Attached to this memo is a binder containing the minutes of our meetings, the results of the various sub-committees reporting to us, our resolutions and recommendations, as well as other relevant documentation. Our work last year proved to be more heavily involved in data gathering and exploration than in specific recommendations to guide the University's development through the years ahead. We might have wished it otherwise, but, in retrospect, it was probably necessary. This year we have to focus on questions related directly to the University's operation over the next five years.

Whether we welcome it or not, one reason why a planning process is necessary is a direct result of an anticipated declining AID support, from current levels of around 50 percent to 25 percent and possibly even less. That this will occur over a period when we can expect higher costs for plant maintenance and a generally inflation-prone world economy will tend to make the effect of AID's dwindling support more acute. In strictly financial terms, we will have to increase revenues from all University income-generating activities, so as to provide a firm, reliable, and regular financial base for the Institution.

This is by no means the only reason for our long range planning process. A firm and reliable funding base in the final analysis is only valuable if what it supports is compatible with the University's mission. Thus we must determine not only how to live within our means, but also the shape and quality of that life, our means and our meaning. This will involve a careful examination of all facets of University life from tuition fees to curricula design. To be effective it must be both broad and balanced.

Long range planning in any institution is a trying process, in an educational institution it can be both frustrating and disruptive. This is especially true when part of the need for long range planning is due to a change in a University's funding base. For there you are dealing with limits scaled so as to cause a reassessment of one's educational

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mission and a redefinition of University policies and programs. The curtailment that is necessarily associated with trying to do more with less, or even the same with less, is often perceived as a threat to the special interest groups which make up any university. It is a natural reaction, but damaging to the planning process and we must be on guard against it. There is an opposite but equally damaging reaction and that is the tendency to avoid the central issues and difficult questions in the interest of satisfying all the constituencies of the University. We will not satisfy everyone and it will merely waste our time to try.

What will be required of us is a clear idea of the mission of the University, sensitivity to the needs of its different departments and units, an objective perspective on the University as a single entity greater than the sum of its parts, common sense, and, finally, a sense of humor. There should be no doubts that this Committee is equal to the task. The Committee is composed of individuals broadly representative of the University community and knowledgeable about the University's activities. But, equally, we should have no illusions that the task facing us will be an easy one.

As you will recall, the Trustees asked the Long Range Planning Committee to assume an overall budget of \$17,000,000 in 1985-86, which represents an annual compound growth rate of 12 percent. Last February the Committee was presented with a projection of the income levels, based on the Trustee parameters, necessary to support a budget of 17 million. A copy of which is included in the Working Papers under "Financial Parameters". The projections were based on a set of assumptions about the development of the University over the next five years. They propose answers, sometimes partial, sometimes complete, to a set of issues central to any planning process.

These issues can be put most economically in a set of general questions:

1. What is our mission and what are our objectives as an Institution?

2. What revenue will be required to support our mission?
3. What are the most likely sources for such revenue?
4. What program changes appropriate to our mission will be necessary to keep expense levels in line with these revenues and at the same time preserve the strengths of the University and the quality of its programs?
5. What program changes appropriate to our mission and what organizational or policy changes will be necessary to insure the reliability of our revenue sources?
6. Within the revenue limitations, what new directions ought we to pursue so that the vitality and quality of the education we offer is given the appropriate support?

To some of these questions we have already given tentative answers and others have been answered by the parameters drawn by the Trustees. The first question was addressed by the Committee last year. The general conclusion was that the mission of the University was to be a demonstration center of American educational principles and practices in the service of Egypt and a cultural bridge between both countries. The core of the University was generally accepted to be the Undergraduate Program based on the principles of liberal education. Professional programs were not seen as incompatible with such a mission provided they did not have as their prime objective job training. It was accepted as well that the University engages in other educational activities, such as those undertaken by the Division of Public Service, which complement the core by allowing the University to serve a broad spectrum of Egyptian society. We may wish to have further discussion on these questions, but we do have a rough consensus.

The second question has been answered de facto in the parameters set by the Trustees. We can expect to have no more than, roughly, \$17,000,000 to support the University in 1985-86. Question three is related to question two and the following rough guidelines have also been given here by the Trustees:

INCOME PROJ. 1985-6		ACTUAL 1979/80		EXPEND. PROJ. 1985-6		ACTUAL 1979/80	
USAID	\$4,300,000	25%	52%				
CONTRIB	\$2,300,000	13%	8%				
TUITION	\$5,940,000	34%	20%	AC.INST	\$6,854,000	40%	40%
EDUC. ENTR	\$3,190,000	19%	11%	EDUC. ENTR	\$1,649,000	10%	13%
INSTIT. SER.	\$1,284,000	08%	8%	INSTIT. SER	\$1,279,000	7%	7%
MISC.	\$0,218,000	01%	1%	ADMIN. & GEN	\$7,450,000	43%	40%

Questions three, four, five, and six are fundamentally interrelated. They must be addressed at the level of specific departments and units and specific University programs before they can be addressed with respect to the University as a whole. The income and expense projections, based on the Trustee parameters, which were presented to the Committee last February (see attachment) describe in greater detail the expected revenue from the various University revenue producing areas, as well as expected expense levels program by program. These have definite implications for the range of our academic offerings and other matters which we will need to address under questions four and five.

It is worth the time to go methodically through these projections and the related assumptions, so that they can be better organized for an evaluation of their feasibility. The following represents an attempt to associate these assumptions with our major sources of funding and the various operations of the University.

AID ASSUMPTIONS

The prime AID assumption is that there will be available to the University in 1985-86 \$4,300,000. For planning purposes we must assume that these monies will be available and should expect to be kept informed of any developments in this area which have definite planning implications.

CONTRIBUTIONS AND ENDOWMENT

On the basis of the Trustee projections, we will need total of \$2,300,000 from gifts and endowment by 1985-86. It is assumed that current endowment will be

increased by \$3,500,000 for Engineering and other purposes, and a much larger endowment with increased annual giving will be necessary. The President, Dean Saunier, and the Trustees have been examining the various approaches to fund raising which might be effective in generating the projected income levels, and we can expect a report on this matter in the near future.

CENTER FOR INDUSTRIAL TRAINING

It is assumed that CIT will generate \$550,000 against expenses of \$400,000 in 1985-86 and that the five years between now and then will be characterized by an annual inflation rate of 12 percent and a compound GNP growth rate of 9 percent (it should be noted here that CIT projections will most likely be modified since the projected expense levels appear to be set higher than present experience would indicate and that the same will be true of other areas).

MANAGEMENT EDP TRAINING

It is assumed that EDP will generate \$260,000 against expense of \$135,000 in 1985-86, with the same assumptions about the economic environment as CIT.

AUC PRESS/PRINTSHOP

It is assumed that in 1985-86 the Press will generate \$482,000 against expenses of \$280,000, with the same assumptions about the economic environment as above and with a compound annual salary increase of 7 to 9 percent.

COMPUTER CENTER

In 1985-86 it is assumed that the Computer Center will be generating \$300,000 against expenses of \$250,000, with the same economic environment as above and a compound annual salary increase of 7 to 9 percent.

ELI INTENSIVE ENGLISH TRAINING

The parameters project revenues of \$650,000 against expenses of \$200,000 for ELI's intensive English training, with the same economic environment and rate of salary increase as above.

FOOD SERVICES

It is assumed that in 1985-86 2500 academic degree students and a minimum of 1000 DPS students will be eligible for food services. Projected expenses in 1985-86 are \$387,000 against the same amount in revenue. The same economic environment and salary increases of 9 to 11 percent are projected.

HOSTELS

University hostels are expected to serve a student base of 2500. With expense levels set at \$243,000, the hostels are projected to break even. The same economic environment and salary increase as above are projected.

BOOKSTORE

Serving 10,000 DPS students and 2500 students enrolled in degree programs, the Bookstore has projected expenses of \$508,000 against the same amount in sales. The same economic environment and salary increase levels as above are projected.

UNIVERSITY EDUCATIONAL ENDOWMENT FUND

The UEEF is expected to provide revenue of \$142,000 against \$142,000 in University services.

SOCIAL RESEARCH CENTER

It is assumed that the operational expenses of the SRC will be totally covered by grants and contracts. Salary expenses are projected at \$384,000. The economic environment and salary parameters described above are assumed.

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OTHER RESEARCH GRANTS AND CONTRACTS

It is assumed that there will be a volume of grant and contract work which will return \$600,000 in overhead to the University. The overhead rate on which this amount is based is 84 percent of wages and salaries.

LIBRARY

It is assumed that the expense levels for the University Library will not exceed \$750,000, with salary increases of 7 to 9 percent per annum and a compound inflation rate of 12 percent.

SCHOLARSHIP/FELLOWSHIP

According to the projections, \$300,000 will be available for scholarships and \$222,000 for fellowships.

ACADEMIC AND DPS TUITION

Academic tuition revenues are projected at \$4,168,000. It is assumed that we will have 500 students enrolled in graduate programs and 2000 in undergraduate programs representing a fte student body of 2250 of whom 500 will be foreign students and 1750 local. With enrollment set at these levels, it is assumed that tuition levels will need to be set at \$3500 for foreign tuition and \$1000 for local tuition. It is assumed that new program offerings in Engineering and Business Administration will be in place and that there will be an increase of 10 to 12 new faculty to serve both the needs of new programs and the increased student flow. Increases in salary costs are projected at 7 to 8 percent annually. The assumptions on expenditures include as well that faculty/student ratios would be increased and that new academic programs would only be added where cost recoveries could be anticipated or current programs curtailed. Academic salaries and supply expenditure levels are projected at \$4,810,000 (with total academic expenditures, including library and student assistance at \$6,154,000). A compound expenditure growth rate of 11 percent is projected, and academic income is projected at 67 percent of direct academic costs.

DPS income is projected to increase to \$1,600,000 and expenditures to \$700,000. A compound rate of increase of 17 percent is projected and DPS income is projected at 230 percent of direct costs.

ADMINISTRATION

Overall, \$5,400,000 is projected for administration which represents a 12 percent compound annual growth rate. General Administration is projected at \$3,700,000 and Executive Administration at \$1,700,000. It is assumed that there will be greater administrative efficiency through greater use of computers and increased utilization of the capital plant. The slightly higher rate of increase over academic is postulated on the basis of the need for higher increases for non professional staff.

BUILDINGS AND GROUNDS

Buildings and Grounds expenditures are projected to increase to \$2,050,000. The compound rate of 15 percent which this represents is related to the inflationary rate and anticipated higher salaries for staff and custodians.

The Long Range Planning Committee has as its prime objective to recommend on the basis of its best judgement a viable and appropriate course for the University within the income and expenditure parameters set by the Trustees. To do so means to address the assumptions and projections for each unit as described above. Clearly the Committee does not have either the time or the capability to perform a unit by unit examination on its own, nor is it necessarily desirable. For almost every Unit and department affected by the parameters and assumptions, there is a responsible University Committee. These represent an existing resource of which we should take the maximum advantage both to make maximum use of the time available to us and, even more important, to insure that the University community is built directly into our deliberations. The committees I am referring

to are the following:

- The SRC Administrative Committee
- The ELI Administrative Committee
- The CAS Administrative Committee
- The Library Administrative Committee
- The DPS Administrative Committee
- The EDP Administrative Committee
- The CIT Administrative Committee
- The Food Services Committee
- The Press Administrative Committee
- The Student Financial Aid Committee
- The Student Affairs Committee
- The Academic Committees of the Departments

For the more general questions with which we will be concerned, the following committees seem appropriate resources:

- The Undergraduate and Graduate Committees
- The PPP Committee
- The APT Committee
- The Academic Board
- The Faculty

As a general strategy, what is proposed here is that we refer to what we feel are the appropriate committees the projection parameters and assumptions which need to be tested and any other issues which we feel are within their purview and that we request from them a report including, but not limited to, their observations on our parameters and assumptions and their recommendations. Within such a framework we could not expect that our obligations would be met by assembling the resulting reports. Rather, we could expect that parameters and assumptions would be questioned and that in many cases a dialogue would necessarily ensue. What would be involved here is, then, no simple push-button operation, but a process. Our job as the Long Range Planning Committee would be to bring it to a closure. Nor could we assume that all the issues to be addressed could be referred to another committee. Some we would have to discuss ourselves. To make any progress within this framework we would have to meet once a week if possible and never less than twice a month.

To: Members of the APT Committee
 From: President Pedersen *WP*
 Subject: Tenure

Following our discussions in APT, and my report to the Board of Trustees, the Board formalized tenure policy at the February meeting as follows:

"The maximum number of tenured faculty positions (and/or permanent status under Egyptian law) is established as 60% of actual full time faculty (of the rank of Assistant Professor and above) for the University as a whole and Department by Department."

The Board asked that we give further study to a number of subsidiary or related aspects, ie:

"The Board would like to have information on how soon any Departments which are over this limit are likely to come down within it by retirement, attrition or other means."

"It also requests the President to continue examination of the issue with respect to establishing an appropriate level of non-permanent positions at instructor level, to determining local and overseas faculty distributions Department by Department within the context of the Protocol, to the possibility of identifying specific faculty positions as tenure or non-tenure track positions, and to establishing a minimum level of non-tenure (non-permanent) positions for any category of faculty (local-overseas)."

We should discuss this at an early meeting.

In this connection members may be interested in the following comparisons between AUC and IIA Private Institution (AAUP data) rank distributions. You will see that if instructors are included AUC's distribution - because of the weight of ELI - is at lower levels than IIA institutions. If the calculation is from Assistant Professor and up AUC's rank distribution is significantly higher at senior levels.

Rank Distribution 1979/80

	<u>US IIA Private Institutions</u>	<u>AUC</u>
Professor	26.4%	23.6%
Associate Professor	31.4%	21.0%
Assistant Professor	32.0%	17.2%
Instructor/Lecturer	10.2%	38.2%
	-----	-----
	100.0	100.0
Professor	29.4%	38.2%
Associate Professor	35.0%	34.0%
Assistant Professor	35.6%	27.8%
	-----	-----
	100.0	100.0



Information for Prospective Faculty Members

The American University in Cairo is an independent American Institution serving higher education in the Middle East. The University attempts to develop and encourage programs which will be of service in its environment and which will increase cultural and intellectual exchange between the Arab World and the West. Eighteen years ago it increased its emphasis upon graduate studies, research and publication; however, the University continues a special concern for a high quality liberal arts undergraduate program. The University is located in the heart of modern Cairo, two blocks from the River Nile.

Although relatively small, the University faculty, student body, and campus facilities have all doubled during the past ten years. The present enrollment is 1970 credit students, more than one-third of whom are in graduate programs. More than 85% are from Egypt, another 100 are from the Middle East, a similar number from the U.S.A. and the remainder are from 30 other countries. The faculty is also cosmopolitan, with almost half the teaching staff of 130 members coming from the United States, a similar number from Egypt and a few from several other countries.

PROGRAMS

The University offers Bachelor's degrees in the following subjects: Arabic Studies (Literature, Art or History), Business Administration, Economics, Political Science, Mass Communication, Mechanical Engineering, English and Comparative Literature, Chemistry, Physics, Mathematics, Materials Engineering, Psychology, Sociology, Anthropology and inter-departmental program in Middle Eastern History and Middle East Studies. It offers Master's degrees in Arabic Studies, Economics, Political Science, Teaching Arabic as a Foreign Language, Teaching English as a Foreign Language, English Literature, Management, Mass Communication, Materials Engineering, Solid State Science and Sociology-Anthropology.

In addition to its diploma and degree programs, the University operates several units and centers. The Division of Public Service offers non-credit courses each semester to about 8,500 adults. The Social Research Center conducts and encourages social science research in the Middle East with current emphasis upon population and resettlement studies. Plans are under way to increase research in the economic and management aspects of development. The Center for Arabic Studies provides research guidance and language training for an expanding group of specialists and advanced students. A program in English as a Foreign Language teaches English skills to incoming undergraduate students and trains teachers of English as a Foreign Language. The University operates four language laboratories for students of English and Arabic. An Arabic language program is being conducted in cooperation with nineteen other U.S. institutions. The Department of Materials Engineering and Physical Sciences administers a Solid State and Materials Research Center. A Computer Center provides computer education and aids research and administration.

FACULTY SALARIES AND BENEFITS

Although base salaries at AUC appear comparatively low, some favorable tax considerations that still exist and other local reasons result in substantial fringe benefits (in addition to round-trip family travel) which enable AUC to offer compensation competitive with salaries in the U.S. Even so, persons whose primary concern is salary should not seek an AUC appointment.

Base salaries are paid in Egyptian pounds except for an amount designated by the faculty member (not to exceed 25 per cent) to be paid in dollars. In addition, foreign nationals appointed from abroad for two years receive: (a) an overseas allowance according to current salary scales paid in dollars; (b) Teachers Insurance and Annuity Association (TIAA) retirement contribution of 9 per cent; (c) generous airfreight and incidental departure and settling-in allowances; (d) housing; (e) free AUC tuition and partial A.R.E. school tuition; (f) limited medical assistance from AUC clinic. American appointees at AUC come under U.S. Social Security.

Base salary levels are determined by experience and qualifications.

Round-trip air economy transportation between home residence and Cairo is provided for the two-year appointee and qualified family members. Baggage and other travel assistance is also provided. For exceptional one-year appointments, the University makes a smaller contribution to travel costs. Wherever possible, outgoing travel is by AUC group flight from New York about the middle of September.

The University has available limited research and conference funds as well as a number of six-week summer teaching assignments at fifteen per cent of annual base salary per course taught. (No special foreign staff are hired for the summer session.) Spouses with special skills (especially in needed academic fields) sometimes find employment locally in English speaking schools.

APPOINTMENTS

In most academic areas, only experienced faculty members with Ph.D. degrees are considered for appointment from abroad. Teaching experience and good references are essential. Faculty with overseas experience receive preferential consideration. Appointments from abroad are normally for fixed-term contracts of two years. A few faculty members may be invited to renew contracts for a further period of two years after taking home leave.

The academic year runs from September 15 through Commencement in early June and consists of two semesters. Appointments anticipate a faculty member's availability throughout this period. The normal teaching load is nine semester hours (three courses); in a few cases released time is granted for other assignments or projects.

The University has a program of visiting professorships offering shorter term appointments especially to outstanding scholars with international reputations. These visiting scholars conduct seminars, give lectures, supervise research and otherwise contribute to the intellectual climate of the University and higher education in Egypt.

FINANCES

You should not necessarily expect to live much more cheaply in Cairo than in the United States although many do. Living costs in Cairo can be as high or higher for certain things as in some American cities, for other things the costs may be substantially less. Your living costs therefore will depend on the type of life you decide to lead. It is important therefore to note also that one must expect to live differently in Egypt; those demanding the duplication of every American consumer item and convenience will probably be financially hard-pressed, - frustrated or both.

FAMILY HEALTH

Experience teaches that good physical and emotional health of every family member is necessary for maximum teaching effectiveness abroad. The University, therefore, requires medical examination for the applicant and accompanying family members before an appointment is effective.

Those considering service abroad should be aware that foreign work and living, while "different, rewarding, exciting", impose extra strains on both the individual and the family -- especially during the first few months. Everyone should be prepared for a period of "culture shock" and personal adjustment. Prospective appointees should discuss candidly with University representatives any doubts about the ability of any family member to cope with the unavoidable problems of living abroad.

APPLICATION AND INTERVIEW

A letter of enquiry or submission of a resume may be followed by a request to complete AUC's Personnel Information Form and provide references. All Personnel seriously considered for appointments are interviewed by a member of the University staff -- usually the Dean of Faculties or one of the department chairmen. Most of the New York staff have spent time in Cairo and frequently some Cairo staff member is in the United States; hence information about Cairo and AUC is readily available by letter or telephone (AC 212, 421-6320). Staffing decisions and appointments are, however, made in Cairo after careful committee review of qualifications and references and, of course, the University's needs.

A University Catalog and other descriptive material may be obtained from the New York Office. Those desiring to apply for positions or to obtain more information should write to:

Assistant Dean of the Faculties
The American University in Cairo
866 United Nations Plaza, Room 517
New York, N.Y. 10017

POSITIONS AVAILABLE 1982-84

The American University in Cairo is seeking well qualified academic personnel for two-year assignments for the following possible positions during the academic years 1982-84. First option for some of these positions will be given to present staff members. In some cases the listing represents more than one position. The University will also be happy to receive communications from those who might be interested in an academic tour at AUC at a later date. Preference will be given to Americans and to Egyptians who can be seconded from national universities.

Basic qualifications for most positions are:

- At least four years of post-doctoral teaching experience at an accredited, English-medium college or university;
- Excellent teaching recommendations;
- Personal (including family members) and professional adaptability.

Among the candidates, the University is also seeking several staff members with experience and/or interest in participating in a Freshman-Sophomore humanities and social science tutorial program in addition to teaching in a special field.

DEPARTMENT OF ARABIC STUDIES

1. Art Historian - specializing in Islamic Art and Architecture. Capable of dealing with a broad range of topics within the subject field. A knowledge of Islamic painting would be an asset. Responsible for teaching in English 9 hours per semester at the B.A. and M.A. levels, and for thesis guidance. The candidate should have a PhD. His rank will be according to his qualifications and previous experience.

DEPARTMENT OF ECONOMICS-POLITICAL SCIENCE-MASS COMMUNICATION

2. Economics - Assistant, Associate or Full Professor who should be prepared to teach Micro and/or Macro Theory, preferably up to the intermediate level, plus one or more courses in the areas of General Theory, Economic History of Europe and Middle East, Economic Development, Economic Geography, Money and Banking, Public Finance, Labor Economics, Urban Economics, Comparative Economic Systems.
3. Political Science - Assistant, Associate or Full Professor to teach Introduction to Political Science plus teach in an interdisciplinary program for Freshman. The Freshman Program features extensive reading in selected "classics" from the humanities and, to a lesser degree, social sciences. In addition, he will be required to teach one or more upper division or graduate courses in his/her speciality.
4. Mass Communication - Assistant, Associate or Full Professor for undergraduate and graduate programs. Position might involve teaching Introduction to Mass Communication, or Mass Media in Society. Looking for (1) a person to teach Newswriting and Editing courses; (2) a person to teach Public Relations Theory and Practice courses; (3) a person who can teach in the area of Theory and Process of Mass Communication.

DEPARTMENT OF ENGLISH AND COMPARATIVE LITERATURE

5. Assistant, Associate or Full Professor to teach History of Literary Criticism, Modern Literary Criticism, Aesthetics, plus teach in an Interdisciplinary program for Freshman.
6. Assistant, Associate or Full Professor to teach 19th Century French Literature in French and European-British Comparative Literature in English, plus teach in an Interdisciplinary course for Freshman.
7. Assistant, Associate or Full Professor to teach Renaissance Literature and to act as Director of the Freshman Writing Program.

ENGLISH LANGUAGE INSTITUTE

8. Assistant, Associate or Full Professor to teach in the graduate TEFL programs as well as in undergraduate linguistics minor, General Linguistics, Phonology, English Syntax, Sociolinguistics, History of English.
9. Assistant, Associate or Full Professor to teach in the Graduate TEFL program as well as in undergraduate linguistics minor, Applied Linguistics, Language Acquisition, Research Methods, Language Testing and Evaluation.

GRADUATE MANAGEMENT PROGRAM

10. Marketing and International Business - Assistant, Associate or Full Professor for undergraduate and graduate programs to teach Marketing Management, Export Management and International Marketing, Management Functions, Management Communications.
11. Management Information Systems - Assistant, Associate or Full Professor for undergraduate and graduate programs to teach Management Systems, Management Information and Data Process, Management and Organization of Information Processing System.
12. Management Accounting and Finance - Assistant, Associate or Full Professor for undergraduate and graduate programs to teach Management Accounting, Managerial Accounting, International Financial Management.
13. International Business - Assistant, Associate or Full Professor for undergraduate and graduate programs to teach Management of International Business.

DEPARTMENT OF MATERIALS ENGINEERING AND PHYSICAL SCIENCES

14. Mathematics - Assistant, Associate or Full Professor with significant teaching experience in the areas of Computer Science. (Computer Programing, Programing Languages, Data Structure, Systems Programing, Simulation).
15. Materials Engineer, with specialization in Polymer Science and Technology, to teach undergraduate materials courses and conduct research in solid state and materials.
16. Mechanical Engineer with specialization in industrial Engineering and a significant teaching and research experience.
17. Chemical Engineer, with significant teaching and research experience. Ready to initiate and devices new chemical engineering laboratory.
18. Computer Scientist with teaching experience and capable of using micro-computers to teach partly mathematic courses in statistics and operation research.
19. Electrical Engineering: Associate Professor level with adequate teaching and research experience. To be able to teach communication courses and initiate communication lab.

DEPARTMENT OF SOCIOLOGY-ANTHROPOLOGY-PSYCHOLOGY

20. Sociology - Assistant Associate or Full Professor for undergraduate and graduate programs to teach Introduction to Sociology, Social Change in the Developing countries, Pro-Seminar in Social Development, Advanced Methodology, Social Problems of the Middle East (or other developing countries) Rural Sociology.
21. Psychology - Assistant, Associate or Full Professor for undergraduate and graduate programs to teach Introductory Psychology, Abnormal Psychology, Child Psychology, Psychology of Adolescence, Assessment Techniques and Personality Psychology.

PERSONNEL POLICIES AND PROCEDURES
FOR TEACHING, RESEARCH AND LIBRARY
FACULTY AND RELATED STAFF

TABLE OF CONTENTS

	Page
Preface	ii
<u>PART I</u> PERSONNEL POLICIES	1
I. Nature of Faculty Duties	2
II. Appointment of New Faculty	3
1. Guiding Criteria	5
2. Calculation of Credits for Placement at Time of Appointment	8
III. Advancement and Promotion	10
1. Annual Review Criteria	10
2. Additional Academic Qualifications	11
IV. Employment Security and Tenure	14
1. Terms and Conditions	14
2. Fixed-Term Contracts	15
3. Tenure Provisions	17
<u>PART II</u> I. Principal Compensation and Allowance Scales	22
A. Local Salary	22
B. Overseas Allowance	23
C. Educational and Cultural Allowance	25
D. Trustee Allowances or Supplements	26
E. Compensation Policies	27
II. Other Compensation	28
A. Administrative Allowance	28
B. Summer Teaching	28
C. Overload and Consulting Compensation	29
III. Related Benefits and Services	31
A. One Time Payments and Services on Appointment and/or Termination	31
B. Arrangements made on behalf of Appointee	32
C. AUC Tuition and Partial School Tuition	37
D. Retirement	37
IV. Research Assistance, Grants and Awards	41
A. Research and Conference Assistance	41
B. Professional Development Awards	42
V. Leaves	42
A. Sabbatical Leave	43
B. Faculty Development Leave	45
C. Junior Faculty Fellowship	45
D. Biennial Home Leave	46
E. Annual Summer Leave	47
F. Leave Without Pay	47
G. Leave for Consultation or Part-Time Teaching	49

CURRENTLY APPLICABLE
PERSONNEL POLICIES AND PROCEDURES

Preface

NATURE AND GOALS OF THE UNIVERSITY

The American University in Cairo is a private institution, without religious affiliation, devoted to teaching and research in the arts and sciences and to service in the Egyptian community. Its goals are to offer liberal education and to foster understanding between the Arab World and the West.

The University strives to provide instruction at an academically demanding level based upon American educational principles and attuned to the special needs and stresses of the contemporary Middle East. The University sponsors and encourages research to benefit the Arab World. Its programs in both education and research are designed to create and strengthen cultural and intellectual bonds between East and West.

In working toward these goals, the University strives to develop in its students appreciation for the values of objective study and academic freedom of expression. The University is aware that, in present-day conditions, such values can be realized only through a careful and sympathetic consideration of the attitudes and sensitivities current in the area. This highly difficult task falls squarely upon

the faculty of the University; every member of the University faculty and administration must possess a special degree of idealism and devotion to the service of developing countries, as well as insight, understanding and good sense. Accordingly, the faculty must be highly selective; hence a great deal of attention is given to faculty selection, retention, and promotion. This has led to the creation of two independent bodies, one of which recommends policy while the other implements it. This document sets forth University policy.

The University is bound by the laws and regulations of the Arab Republic of Egypt.

Part I

PERSONNEL POLICIES

This document, in its entirety, forms an integral part of the faculty member's employment agreement.

This document sets forth University policies and procedures relating to appointment, promotion, tenure and other administrative matters for faculty or other professional staff appointed under the advice and consent of the Appointment, Promotion and Tenure Committee (APT) of the University. These policies and procedures have been established in consultation with the appropriate committees, principally the Personnel Policies and Procedures Committee (PPP) and the Appointment, Promotion and Tenure Committee. The PPP Committee recommends policy and promulgates rules and guidelines for its implementation; the APT Committee is the operating body which translates the policies, rules, and guidelines of the PPP into recommendation for action.

PPP policies and APT application of them are under continuous review. Accordingly, faculty members may anticipate that these policies will, from time to time, be revised or modified to meet changing circumstances and will be subjected to careful consideration by appropriate committees. Suggestions for improvement are welcome.

When revisions and modifications of policies and procedures are adopted, it is not the intention of the University

that individuals should suffer from such modification. In cases where the application of revised policies appears to be less advantageous to the individual, the University seeks means of adjustment and equalization in applying the revised policies.

Interpretation and application of personnel policies and procedures, as well as approval of appointment and promotion of faculty, are functions of the APT Committee. Any relevant case or issue involving these procedures or their application may be brought before the APT after consultation with the department chairman concerned and with the Dean of Faculties. On the other hand, suggestions for revisions, amendments or additions to personnel policies and procedures are generally functions of the PPP Committee.

I. Nature of Faculty Duties

The University is not a large institution. Consequently, each faculty member is expected to assume committee assignments and University duties in addition to his teaching and research commitments. Departmental meetings, committee assignments, student advising, and responsible comment on policy of the University in open faculty meetings, are all important duties. The significance of these duties is emphasized because the University's recent progress has grown from continuing, intensive self-study and self-criticism. The University considers the following factors integral to its efforts to implement a system embracing

responsibility both to individual teaching and research, and to the University as a whole.

1. A normal teaching load is fifteen hours for language teachers and twelve hours (or equivalent) for instructors. Faculty with rank of Assistant Professor and above will normally teach nine hours in addition to directing student research.
2. A program of individual development and research is encouraged. Faculty members who assist in or conduct approved research projects may be assigned a reduced teaching load, if conditions and research funds permit.
3. Faculty committees give faculty members the right, the opportunity and the responsibility to take an active role in the determination of University policy and in institutional planning.
4. Participation in Commencement ceremonies is every faculty member's responsibility.

II. Appointment of New Faculty

The University is committed to the achievement of academic excellence. It is the pursuit of this excellence that is the guiding spirit of these procedures and criteria for the appointment of new faculty.

The University has reached a growth plateau and, for the time being, no significant increase in faculty positions is contemplated. It has therefore become essential, if the University is to carry out its inter-cultural role, to assure infusion in each department of new ideas and recent teaching and research experience from other institutions of Egypt and abroad. To this end, the University hires largely on fixed-term appointments. New Egyptian faculty members are normally appointed only on secondment, from national universities or other institutions, for one or two years. Faculty members from abroad are generally appointed on two-year contracts which are sometimes renewed for an additional year or two.

All appointments, except tenure appointments, are for a stated period, the first year being probationary. Extensions of contracts are also for a stated period. Contracts for faculty holding tenure will indicate this status.

Appointments are generally made at a determined professional level with a corresponding point on the salary scale. The level of appointment offered depends upon the academic qualifications of the appointee, the responsibilities he is expected to assume at the University, and the position which the University is filling.

The faculty of the department concerned are the main determiners of the selection of new faculty. Their selections are then approved by the APT Committee.

1. Guiding Criteria

In advising the President, the PPP and APT Committees have developed a number of guiding criteria regarding minimum qualifications for appointment and promotion of teaching or other professional personnel. The principal minimum criteria are listed here. These criteria consist primarily of length and quality of teaching experience, and the quality of scholarly publications. Factors of general scholarly reputation, academic professional involvement and applied professional involvement and applied professional experience are also considered. It should be noted that years of experience prior to a required degree, or experience other than higher education, is usually discounted by 50 to 85 percent if counted at all.

It is recognized that these criteria represent guidelines for both appointment itself and for level of appointment. The department concerned in recommending a candidate for appointment is also expected to recommend the level of appointment. The level of appointment will be determined by number of credits awarded. Therefore thoroughly documented supporting evidence is demanded in the according of all credits. Most important of all, quality must be the over-riding factor and arguments for quality must be supported by reasoning and documentation.

Professor and Research Professor: Should hold a doctoral degree from an accredited university, a minimum of ten credits in Category I or not less than 8 credits in Category I plus a total of 12 credits for experience.

Associate Professor and Senior Research Associate: Should have a doctoral degree and a minimum of 6 credits, including not less than two years of post-doctoral experience suitable to the appointment. In cases of unusual and special merit, a minimum of 4 credits in Category I may be accepted.

Assistant Professor, Research Associate and Deputy Librarian: Should have the doctoral degree or its equivalent and ability to do scholarly work.

Instructor, Senior Research Assistant, Senior Librarian and Senior Arabic Language Teacher: Must have an acceptable Master's degree, and either have been accepted in a doctoral program or have a minimum of four years of meritorious teaching or other appropriate experience. Faculty promoted to Instructor are normally placed at step one. Persons employed from outside AUC and eligible for the Instructor's rank are given full credits for allied or similar experience.

'All-but-dissertation completed' continuing faculty who have been sponsored and/or financed by the University are considered for placement on the Instructor Salary Scale at the step eleven (11) position, or higher depending upon their position at the time they started doctoral studies. Such placement depends upon recommendation from the department and is based upon an evaluation of academic performance and a strong prospect for an early awarding of the doctorate. The completion of dissertation will be a guiding criterion for passing the proficiency bars at steps 11 and 13.

Lecturer: A title for faculty with significant teaching and/or other experience but for whom APT prefers not to recommend one of the usual titles.

English Language Teacher: Must have an M.A. degree in the Teaching of English as a Foreign Language.

Assistant Instructor, Research Assistant, Librarian and Arabic Language Teacher: Must have an acceptable Master's degree and show unusual promise.

2. Calculation of Credits for Placement at Time of Appointment:

<u>Category</u>	Credit Factors	
	<u>Closely Related</u>	<u>Less Related</u>
A. <u>For Assistant, Associate or Full Professor</u>		
<u>Category I. Doctoral Experience</u>		
a. Teaching or research after required doctoral degree, For each year:	1	less than 1
b. Publications, academic professional involvement or service, and especially meritorious teaching will be evaluated for possible recognition as additional category I credits		
c. Other professional experience before required doctorate, especially in fields such as management, journalism, engineering art or theater or where professional experience is important. For each year:	1/2 to 1	0
<u>Category II.</u>		
"All-but-dissertation" teaching or research experience Assistant Professor or other full-time college, university or research appointment, after completion of doctoral course work. For each year:	1/2 to 1	0
<u>Category III.</u>		
Masters teaching or research experience.		

III. Advancement and Promotion

Promotion to a higher rank of personnel already on the faculty is governed by the general requirements for that rank and the needs of the University. Annual advancement within the rank is usual but not automatic. In cases of special merit, a faculty member may earn promotion to the next rank if he meets the minimum requirements for appointment in that rank.

1. Annual Review Criteria

Following are the principal factors considered by the APT in advising the President of the suitability of a candidate for advancement or promotion:

- a. The teaching record of the faculty member. Degree of competence and initiative is judged by the range, level and development of courses taught and evaluation of the quality of teaching.
- b. The research record of the faculty member as evidenced by books and articles published either individually or in cooperation with others. Books and journal articles published, or information about them, are to be submitted to the APT through the Dean of faculties, with the Annual Personnel Reports or at other times.

- c. Participation in academic activities outside the University. Particular importance is attached to participation in such academic activities.
- d. University service as evidenced in committee work, special University assignments, or additional duties such as those associated with the organization of seminars and colloquia, the editorship of journals and materials the University has produced.
- e. Activities with regard to student affairs, including both academic counselling and assistance with extra-curricular activities of students, such as clubs and organizations.

2. Additional Academic Qualifications

The University is keenly interested in the academic and professional development of its faculty members. Academic qualifications will be considered upon appointment and will affect the initial level of appointment if the University vacancy requires, or would benefit from, the degree qualification in question. After appointment to the University, however, acquisition of higher degrees will not automatically affect the level of the faculty member's placement but may be considered together with other appropriate factors.

The faculty is the heart of the University enterprise and its composition must always be a central concern. The faculty is limited in number and must be composed of the best available talents and abilities, insofar as University circumstances permit. Therefore, in making appointments or promotions, particularly at the doctoral level, the University follows this procedure:

- a. Determines the need for a position.
- b. Evaluates the qualifications of all available candidates, including English proficiency, teaching skills, scholarly interests and ability, and relations with students and colleagues.
- c. Selects the candidate who best satisfies the requirements of the position. If no suitable candidate is available, in the judgment of the University, the position may not be filled at that time.

It is clear, therefore, that promotion to a higher rank is governed by the needs of the University as well as the general requirements of that rank. Acquisition of a higher degree is only one factor in promotion of a faculty member to fill a budgeted position; hence, no AUC faculty member may claim a right of appointment as Assistant Professor on the basis of acquisition of a doctoral degree.

Promotion to full professorial rank and responsibility has University wide significance in contrast to the more purely departmental reality of tenure appointments. All requests for advancement to professorial rank will be viewed in terms of the above Review Criteria and additional academic qualifications.

However, as the evaluation of publication is central to any consideration of professional status, the need for external evaluation becomes paramount. The soliciting of such evaluation will be carried out by the Dean of Faculties and the head of department in consultation with the candidate. Should the head of department be the candidate, the next senior tenured member of said department will consult with the Dean on the matter of external evaluation.

This external evaluation will be assessed by the Dean and by the department and this assessment will be presented to APT.

Should a negative response result, procedures attendant to refusal of a tenure application will be considered equally applicable in this instance.

IV. Employment Security and Tenure

The University recognizes that security of employment for full-time teaching and research faculty with satisfactory professional qualifications builds morale within the academic profession. Fair and equitable appointment, promotion and tenure policies add to the individual's sense of security. Academic freedom and security are vital to the success of the University in fulfilling its obligations to its students and to society.

1. Terms and Conditions

The University considers the following acceptable academic practice:

- a. The terms and conditions of appointment shall be stated in writing and be in the possession of both the institution and the faculty member before the appointment is completed. Since the details supporting that agreement are set forth in this document, this document constitutes an integral part of the agreement.
- b. The University expects the faculty member to keep it informed about contractual commitments undertaken or maintained with other institutions, leaves of absence, sabbaticals, part-time employment, consulting arrangements, etc.

- c. Certain financial items in a foreign contract relate directly to contracted length of service. Should an individual resign before his contract expires these items are reduced proportionally.
- d. During the probationary first year of appointment, a faculty member will have the same academic freedom as other members of the faculty.
- e. A foreign faculty member is expected to avoid political involvement in the affairs of the host country as well as activities endangering the University, its faculty, or student body.
- f. The University reserves the right to discontinue a contract when it is deemed to be in the best interests of the individual and the University and when such action does not abrogate the University's obligations for tenure. In such an event the University will provide travel home and the remaining salary due the individual for the current academic year.

2. Fixed-Term Contracts

Since the University depends heavily on fixed-term contracts, there are no automatic renewals. The normal faculty staffing policy requires that a number of Assistant, Associate and Full Professor positions

remain on fixed-term appointments, many of which may be renewed but few of which will become tenured positions. If a renewal offer is to be made, the faculty member will be notified in writing by the Dean of Faculties before December of the last academic year of a contract.

Most fixed-term appointments are for two years. By the end of the first academic year the University advises non-resident foreign faculty members about its intention to offer at least a one-year extension of contract.

Lack of an extension or renewal offer is not necessarily a reflection upon the faculty member but may indicate one or a combination of the following considerations:

- a. Normal personnel rotation consistent with the University's policy of providing new infusions in each department.
- b. Elimination of a position for program or budgetary reasons.
- c. Different use of the position, in its teaching or research aspects.
- d. Completion of a special assignment.

- e. Return of a regular AUC faculty member from leave.

3. Tenure Provisions

A. Departmental Policy and Procedures

a. Policy

All full-time professorial-level staff (Assistant, Associate and full professors) should be formally involved in developing procedures for departmental or unit evaluation in tenure cases. The nature and the degree of involvement and the form of presentation to APT shall be decided upon by the department or unit. This and the resulting procedures shall be set down in writing and presented to APT.

b. Procedures

- i) All departmental and unit procedures are required to evaluate tenure requests with direct reference to the five criteria (listed on p.10-11 of PPP), except where the nature of the individual case might make some criteria irrelevant. In cases where any of the criteria are deemed irrelevant, the department/unit shall explain the basis for their irrelevancy in writing.

- ii) Each department or unit shall determine the priorities to be applied as relevant to an individual case, shall state these priorities, and shall present an argument as to why they should be applied.
- iii) The department chairman shall be administratively responsible for coordinating the evaluation and shall direct its execution except in tenure cases where the chairman himself is involved and then the APT substitute shall coordinate.
- iv) In those cases where APT decides against department or unit determination, the department or unit involved shall be allowed to reopen the case.
- v) Student input is strongly recommended, especially when evaluating teaching ability.
- vi) It is strongly recommended that in the final decisions on all tenure cases the department/unit follow the rule of one person-one vote of all full-time professorial-level staff.

B. APT Procedures

- a. With APT membership set at 14 members, 8 votes are required to approve tenure.
- b. Any placement decision involving full-time professorial-level staff which would result in a permanent position in the University shall be treated as a tenure case.
- c. Eight members of APT shall constitute a quorum.
- d. In Cases where APT shall overrule a departmental recommendation, APT shall put in writing the reasons for its decision in a tenure case.
- e. When APT and the department/unit are unable to come to a mutual satisfactory determination, in spite of a reconsideration, the case will be referred to the President.

C. General Tenure Provisions

Although tenure may be conferred upon a Professor or Associate Professor at any time, the general requirements are four years of continuous employment at the University and the attainment of the rank of Professor or Associate Professor. After tenure has been conferred, service may then be terminated only for adequate cause. A faculty member with tenure has the assurance, subject to

the following conditions, of a position at present rank and salary, or higher, until retirement.

A tenure appointment may be terminated in the following situations:

- a. The faculty member violates any of the agreed conditions stated in the contract.
- b. The faculty member demonstrates, in the judgement of the University Council (a University body composed of SENIOR faculty and administrators), inadequacy in fulfilling essential duties under his contract. No less than seven months' notice will be given upon such termination.
- c. The faculty member is, in the judgement of the University Council, guilty of misconduct involving dishonor, dishonesty, moral turpitude or behavior endangering others.
- d. The position which the faculty member holds at the University is discontinued due to a major change in policy. In this case, no less than one year's notice will be given and compensation will be as follows:
 - i) For Egyptian or Federation citizens - the

under prevailing Egyptian law.

- ii) For non-Egyptian citizens - full retirement benefits accumulated by time of termination, plus, for periods not covered by TIAA or other retirement provisions, an additional one month's salary for each year of completed full-time service, to a maximum of twelve months, calculated at the rate prevailing for the final year of full-time service.

Termination of a tenure appointment or dismissal of a faculty member prior to the expiration of a term appointment will be reviewed by the University Council upon the request of the faculty member concerned. The faculty member shall be informed in writing of the grounds for his dismissal before a hearing is scheduled. He shall have the opportunity to be heard in his own defense by the University Council. He shall be permitted to have with him an advisor of his own choosing who may act as counsel. The University Council may recommend to the Board of Trustees, through the President, the reinstatement of personnel if it should find this warranted.

Part II

I. Principal Compensation and Allowance Scales

Overall compensation and benefits at AUC consist of a number of different components. The following are the principal compensation and allowance scales. They apply to most teaching faculty and to research and professional library personnel. The APT is charged with the responsibility of applying these scales. The PPP Committee reviews the criteria and possible inequities. These provisions do not apply to administrative personnel, whose compensation is set by the President and Board of Trustees, nor to non-academic teaching staff (such as DPS) or to staff or other personnel whose compensation is established by the Staff Committee or other University bodies.

A. Local Salary

Local salary is paid in Cairo in Egyptian currency.*

Best Available Copy Local Salary Scales 1981-82

Professor and Research Professor

1. LE 5,700	6. LE 6,940	11. LE 8,175
2. 5,945	7. 7,185	12. 8,420
3. 6,190	8. 7,435	13. 8,670
4. 6,445	9. 7,680	14. 8,915
5. 6,690	10. 7,930	

* Pending such time as pounds can be readily exchanged on the open market, relocated overseas faculty may elect to obtain dollars for up to 25% of local salary at the rate of exchange effective at the time. At the time of issuance the rate used was 83 piasters to the dollar.

Associate Professor and Senior Research Associate

1. LE 4,515	6. LE 5,500	11. LE 6,490
2. 4,710	7. <u>5,700</u>	12. 6,690
3. <u>4,905</u>	8. 5,900	13. 6,885
4. 5,105	9. 6,095	14. 7,085
5. 5,300	10. 6,295	

Assistant Professor, Research Associate, Deputy Librarian

1. LE 3,555	6. <u>LE 4,660</u>
2. <u>3,745</u>	7. 4,855
3. 4,080	8. <u>5,050</u>
4. 4,275	9. 5,240
5. 4,470	10. 5,440

Instructor, Senior Research Assistant, Senior Librarian , Senior Arabic Language Teacher, English Language Teacher

1. LE 2,325	8. LE 3,290	14. LE 4,355
2. 2,445	9. <u>3,445</u>	15. 4,575
3. 2,570	10. 3,600	16. <u>4,795</u>
4. <u>2,700</u>	11. 3,760	17. 5,010
5. 2,820	12. <u>3,920</u>	18. 5,225
6. <u>2,980</u>	13. 4,135	19. 5,455
7. 3,130		

B. Overseas Allowance

The Overseas Allowance, paid in dollars, is an expatriation allowance to enable the University to recruit successfully from abroad.

The Overseas Allowance is not granted to citizens and permanent residents of Egypt, locally recruited faculty whose stay in Egypt is otherwise necessitated and not contingent upon commitment to the University, or the spouse of anyone receiving such an allowance.

Overseas Allowance Scales
1981-1982

Professor and Research Professor

1.	\$ 5,255	6.	\$ 6,395	11.	\$ 7,535
2.	5,485	7.	6,625	12.	7,765
3.	5,710	8.	6,855	13.	7,995
4.	5,940	9.	7,085	14.	8,225
5.	6,165	10.	7,315		

Associate Professor and Senior Research Associate

1.	\$ 4,160	6.	\$ 5,070	11.	\$ 6,000
2.	4,345	7.	5,255	12.	6,185
3.	4,525	8.	5,435	13.	6,370
4.	4,710	9.	5,625	14.	6,560
5.	4,890	10.	5,810		

Assistant Professor, Research Associate, Deputy Librarian

1.	\$ 3,275	6.	\$ 4,300
2.	3,450	7.	4,480
3.	3,765	8.	4,655
4.	3,945	9.	4,835
5.	4,125	10.	5,015

Instructor, Senior Assistant, Senior Librarian, Senior Arabic Language Teacher, English Language Teacher

1. \$ 2,135	8. \$ 3,035	14. \$ 4,020
2. 2,260	9. 3,175	15. 4,215
3. 2,370	10. 3,325	16. 4,420
4. 2,490	11. 3,470	17. 4,620
5. 2,600	12. 3,615	18. 4,825
6. 2,750	13. 3,815	19. 5,020
7. 2,890		

C. Educational and Cultural Allowance

The Educational and Cultural Allowance is paid, in dollars, to personnel not eligible for Overseas Allowance, as a means of improving the professional competence of faculty.

Educational and Cultural Allowance Scales
1981-82

Professor and Research Professor

1. \$ 3,450	6. \$ 4,190	11. \$ 4,940
2. 3,595	7. 4,345	12. 5,080
3. 3,740	8. 4,495	13. 5,245
4. 3,895	9. 4,645	14. 5,385
5. 4,045	10. 4,795	

Associate Professor and Senior Research Associate

1. \$ 2,730	6. \$ 3,325	11. \$ 3,930
2. 2,855	7. 3,445	12. 4,050
3. 2,965	8. 3,565	13. 4,175
4. 3,085	9. 3,690	14. 4,295
5. 3,200	10. 3,810	

Assistant Professor, Research Associate, Deputy Librarian

1.	\$ 2,145	6.	\$ 2,815
2.	2,260	7.	2,935
3.	2,465	8.	3,060
4.	2,580	9.	3,170
5.	2,695	10.	3,280

Instructor, Senior Research Assistant, Senior Librarian, Senior Language Teacher, English Language Teacher.

1.	\$ 1,390	8.	\$ 1,955	14.	\$ 2,590
2.	1,460	9.	2,040	15.	2,710
3.	1,530	10.	2,140	16.	2,845
4.	1,600	11.	2,225	17.	2,965
5.	1,675	12.	2,320	18.	3,095
6.	1,770	13.	2,460	19.	3,225
7.	1,855				

D. Trustee Allowances or Supplements

Faculty receiving overseas allowance also receive, in dollars, a Trustee's dislocation supplement of 6% of local salary and overseas allowance.

The Board of Trustees reserves the right, in special cases or for special purposes, to supplement individual compensation in fixed term contracts without general notice and without effect on salary scales. As a normal matter, however, it will not use such supplements, and any individual supplements will be restrict

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to extremely distinguished professors, upon recommendation of the Department in consultation with the Dean of Faculties and with the approval of APT.

E. Compensation Policies

Because of differences in taxation, local benefits, housing and other factors, beneficial compensation cannot be compared directly from the above scales to salaries either in Egypt or in other jurisdictions. It is the Board of Trustees' policy objective that, when such factors are taken into account, beneficial compensation for overseas faculty should be in the middle range of that of comparable universities in the US, with corresponding increases in compensation for local faculty to those of overseas faculty. Compensation scales are periodically reviewed with a view to accomplishing the Board's objectives.

Principal compensation is for the academic year, but is paid in 12 monthly instalments. Each faculty member has the option of drawing his salary in cash, or of keeping a personal account to which salary is credited and withdrawals charged. Most overseas faculty choose the latter option.

Proficiency bars (full lines separating steps in the local salary scales) represent points at which full review of academic accomplishments must take place

before advancement to the next salary step. Promotion from one rank to another (which requires a more exhaustive review of proficiency than do reviews for advancement within rank), will be made to the next step closest to but higher than two-step increases of the new rank, regardless of proficiency bars.

II. Other Compensation

A. Administrative Allowance

In addition to the stated salary, an allowance may be granted to those members of the faculty whose primary duties are teaching or research, but who also carry major administrative responsibilities. Administrative allowances will be determined by the President after consultation with the appropriate dean and/or committee.

B. Summer Teaching

Summer teaching is arranged as needed. Contracts for faculty members are sometimes written which guarantee summer teaching. Teaching of summer courses is compensated at a rate not to exceed 15% of annual local salary per 3 credit course, or a maximum of 30% of annual local salary for the summer session or like period. Payments other than for teaching shall not exceed the rate of 15% of local salary for one month's full-time work. This compensation applies to all

professional staff whose services are required after June Commencement and before September 15 for research, library or other professional work.

C. Overload and Consulting Compensation

Whenever possible, it is the University's desire to include all official duties in the annual workload of faculty. When, for any reason, an overload is required and agreed upon during any semester or year, overload compensation will be provided in one of the following forms, specified in writing in advance:

- a. Preferably, compensatory time off during a subsequent academic session;
- b. Overload compensation according to the task and the available budget at one of the following rates:
 - i) Part-time salary scale;
 - ii) Summer teaching salary scale;
 - iii) Salary scale of the Division of Public Service.
- c. Consulting fees, paid through the University, for work outside AUC and at Grant or Contract rates, only while on leave without pay.

Faculty workload is expressed in teaching or 'credit' hours in addition to the usual counselling, departmental and other University responsibilities, such as thesis advising. The 'teaching hour' may also be equated by definition to a number of less usual

activities. A 'teaching hour' is used here as a unit of measure of time (generally assumed to be 60 hours) necessary for a fully qualified academic professional to prepare and present (including evaluation) instruction in his or her field of specialization or to conduct other related activities.

- a. One semester credit hour of course work; or two contact hours per week for a semester's lab work; or 1 1/2 contact hours per week for one semester of language teaching.
- b. Twenty clock hours of special short-term instruction.
- c. One-third of a principal administrative responsibility such as an academic department chairman for one semester.
- d. The administrative load of an academic sub-unit for one semester, or of department for the summer session, or other designated administrative assignment if not separately compensated.
- e. Service as principal thesis adviser, in addition to two completed theses per semester or four per year; 1 credit hour per completed MA thesis.

It is not expected that a faculty member will carry an overload within or outside the University of more than 3 credit hours during any semester. Otherwise

it is assumed that the faculty member's departmental, University or other professional responsibilities may suffer.

This same standard will be used for evaluating consulting and other short-term assignments outside the University. Absence from the campus for four days or more on non-University business must have prior approval of the department and the Dean of Faculties, and will be recorded as a 'credit charge' at the rate of one 'credit hour' per week of absence to be charged against the compensatory leave account or annual leave. Leave for more than two weeks (other than between June 15 and September 15) should be arranged by a request for leave without pay, in which case, if approved, no charge will be made against the compensatory leave account or annual leave.

III. Related Benefits and Services

A. One Time Payments and Services on Appointment and/or Termination

1. Incidental Departure Allowance

To provide for expenses associated with overseas employment, the University allows \$300.00 per adult and \$500.00 per couple, and \$150.00 per child under 18 years, paid in dollars, to faculty members on acceptance of contract and in advance

of departure for Cairo. The allowance is given for such expenses as medical examinations, inoculations, moving of household goods into storage, surface transportation of goods, purchase of items needed for stay in Egypt, and so on. The allowance may in some cases exceed expenses incurred and in other instances be less. The rates established are designed to achieve general equitability and to reduce book-keeping; accordingly, no accounting is required. To provide for expenses associated with local employment, the University allows the sum of LE 40.- per adult and LE 20.- per child under 18 years, paid upon acceptance of contract and in advance of departure for Cairo.

2. Settling-in Allowance

Relocated faculty members are given an allowance to help them establish their homes in Cairo. This allowance is intended to be used to purchase items to supplement furnishings supplied in subsidized housing provided by the University. Amounts may vary depending on size of family and length of contract.

<u>Length of Contract</u>	<u>Single Faculty</u>	<u>Married Faculty</u>	<u>Accompanied children under 18 (each)</u>
One Year	LE 125	LE 175	LE 25
Two Years	LE 200	LE 300	LE 30

If a faculty member does not complete his contract, a proportionate adjustment will be made in the settling-in allowance.

Following completion of four years of service, a one-time additional replacement allowance of LE.50 for single faculty, LE 75 for married faculty, and LE 15 each for each dependent child will be given to faculty signing a new two year contract.

B. Arrangements made on behalf of appointee

1. Air and Surface Transportation

Transportation by air, economy class fare, from the relocated faculty member's residence to New York will be provided by prepaid air tickets. Continuing transportation from New York to Cairo will normally be by AUC arranged group flight which departs from New York in September of each year, and allows adequate time for settling-in at Cairo prior to the beginning of University classes. Because of significant amounts involved, faculty members and their families are required to use any such flight. Exceptions will be made

only in the event a flight is not scheduled, or for other unusual circumstances, and must be authorized on the faculty member's contract.

Tickets and places on the arranged flights are provided for the faculty member and his or her family. For other transportation, economy tickets will be provided for adults. Children over two but under twelve are issued half-fare tickets where available, but receive a full baggage allowance (20 kilograms or 44 pounds). Infants under two years of age are carried free within the US and on International flights will be issued 'infant rate' or free tickets as available which do not provide a baggage allowance.

Return transportation to the faculty member's foreign residence is provided upon completion of contract. The University, at present, does not schedule return flights. Accordingly, each individual on return is issued the necessary economy class air tickets (or appropriate reduced tickets for children). Because of US Government funding of the University, all travel must, where feasible, be on American air carriers and must be arranged by the University. Currently, this is limited to Trans World Airlines and Pan American Airlines.

The cost of surface transportation will be provided for faculty moved to Greater Cairo from a residence within Egypt.

2. Air and Freight Allowance

The University provides for unaccompanied air freight from the relocated faculty member's city of residence to Cairo at actual weight up to 200 kilograms (440 lbs) for the faculty member and actual weight up to 140 kilograms (308 lbs) for each accompanying family member. This allowance is in addition to the baggage allowance provided for in the air tickets and/or group flight tickets.

Insurance of air freight in transit to a maximum of \$4,000, as arranged through the designated AUC agent, will also be provided.

The same return air freight allowance, to the faculty member's residence, will be provided upon completion of contract.

Surface freight costs involved in moving from a residence in Egypt to Greater Cairo shall be provided.

3. University Medical Services

The University does not at the present time have a comprehensive medical insurance plan covering

faculty members and families.

The University does maintain a campus clinic staffed by qualified medical and para-medical personnel, and also covers part of the cost of medical care provided outside the clinic.

The details and extent of coverage under the University medical plan vary from time to time and information is provided to faculty through the clinic. In general, the University provides the following: free medical services by the clinic physician or by specialists under contract to the clinic, medications (only when prescribed and supplied by the clinic), and hospitalization when prescribed by the University Physician (at Second Class A rates). Fees for specialists and consultants not under University contract, laboratory work and X-rays are paid by the faculty member, with partial re-imbusement by the clinic. Certain types of medical expenses (dental care, eye glasses) are strictly limited in the amount of re-imbusement; some other expenses (including plastic surgery, pre-natal care and delivery, conception and contraception) are not covered at all under the medical plan.

Members of the faculty member's family are eligible for free medical services by the University. Physician, but receive no other benefits.

The University does not provide other medical insurance, but has arranged for foreign faculty and their families to be covered by an American plan at their expense. Most foreign faculty choose to join this plan, to provide for expenses not covered by the University in Egypt, as well as for all medical expenses incurred outside Egypt.

4. Housing

Relocated overseas faculty experience difficulties in location and maintaining adequate housing in Cairo due to problems of language and money, the short duration of appointments, security requirements, the shortage of adequate and appropriately furnished housing, and the difficulties of obtaining necessary maintenance and repairs. Because of these factors, and to maximize the relocated faculty member's educational contribution, the University has acquired a number of flats (apartments) and villas (houses) and furnished them with furniture and equipment commonly used by foreigners. Accordingly, it is advantageous

to the University for relocated overseas faculty to occupy University housing and such faculty are required to live in University housing.

Each University housing unit has a reception room-dining area, kitchen, master bedroom, and one or more bathrooms. In addition to this fundamental unit, a 'base' for housing assignments to individual faculty members depends, subject to availability, upon size of family, with one additional room for one child, or for each two children of the same sex, or one room each for children of differing sex.

C. AUC Tuition and Partial School Tuition

Tuition at AUC is free for faculty and family members who are academically qualified for admission to the University. Partial A.R.E. school tuition for children of relocated faculty members will be provided as follows: the faculty member will pay the first LE 75 per child per school year, and AUC will pay the balance of the actual tuition per child per school year.

D. Retirement

All employees of the University, including teaching, library and research personnel, are subject to retirement at the end of the fiscal year during which

they reach the age of sixty, except as otherwise provided by law. The University may reappoint faculty beyond the age of sixty on a year-by-year basis if their services are especially needed. In this event, the University will compensate retired faculty, if entitled to a regular pension, the difference between the salary received and their pension.

For staff members who are Egyptian citizens, the University will pay at least the legal requirements into a fund to cover such items as retirement, insurance, etc. This requirement now amounts to 20% of local salary up to the mandated ceiling.

On September 1, 1978, the University began an annuity type insurance scheme for full-time APT faculty (including full-time seconded faculty) who do not receive overseas allowance or its equivalent. For those eligible, the University contributes 9% of local salary without any matching requirement on the part of the individual faculty member, although individuals may contribute up to 6% or more. The plan provides benefits at age sixty.

For those few local faculty who were already employed at the time the above policy was instituted and who

135

required an exemption from joining the annuity plan, the University will pay a severance bonus of 5% times the average of the last three years of annual local salary prior to age sixty, times the number of years of full-time faculty service between September 1, 1970 and September 1, 1978, counting sabbatical leave but not leave-without-pay for periods of one semester or more; plus the State bonds bought in their name at a rate of 9% of local salary for periods of subsequent employment prior to age sixty.

For faculty members and administrative officers who are not Egyptian citizens, the University provides membership in the TIAA-CREF (Teachers' Insurance and Annuity Association College Retirement Equities Fund) plan.

The TIAA-CREF contribution is 15 percent (9% from AUC and 6% from the individual) of local salary and overseas allowance.

Each TIAA-retirement annuity contract and CREF certificate issued in accordance with this plan is for the purpose of providing a retirement and/or death benefits, and is the property of the individual. The plan provides for benefits to start at age 65.

While it is expected that these plans will continue indefinitely, the University reserves the right to modify or discontinue them.

In the event an overseas faculty member belongs to a plan other than TIAA-CREF and wishes to continue it rather than joint TIAA-CREFF, the University may agree to contribute directly to the individual's plan an amount which bears the same proportion to the individual's contribution (9:6) as is called for under TIAA-CREFF.

Because the University is legally incorporated in the US, faculty of American citizenship, (or in some cases legal residents) are required to participate in the US Social Security System. Deductions for such individuals will be made from their salaries and the University will contribute its share as if physically sited in the US.

Upon retirement of a TIAA participant eligible for benefits based on service prior to the effective date of the TIAA plan (September 1, 1963) the University plans but does not promise to pay a monthly pension in recognition of prior service, computed according to the following formula: one-half of one percent of the regular monthly compensation and the effective date of this plan for each year of

137

credited full-time service. Years of credited service are defined as full-time service prior to the effective date of this plan: less three years of credit for all years of service before the age of 30, whichever is greater; and those credit years covered by University payment into any other insurance or retirement program, including the Egyptian Provident Fund.

IV. Research Assistance, Grants and Awards

A. Research and Conference Assistance

The University conducts research projects in its various units. In addition, it encourages individual faculty members to initiate and conduct research and to attend conference of special value at which the member would be presenting a paper.

Primarily intended for summer research and travel, but not restricted to this time of year, a limited sum has been made available to aid worthy faculty projects. Full financing is not attempted and funds have not usually been sufficient to aid family travel. Insofar as possible, grants to non-residents are made in pounds and grants to residents in dollars.

Each application for Research and Conference Grant is examined on its merits by a departmental committee, reviewed by the APT Committee for merit and available funds, and recommended to the President.

APT tries to stretch funds as far as possible for significant research, professional development, or conference participation, with priority given to activities most valuable to the University. Each recipient is required to provide a substantive report on his grant activities.

B. Professional Development Awards

To recognize special merit, the University intends to provide a limited number of awards each year to assist outstanding faculty members with such special costs as equipment or other research costs, books, journals, professional travel, etc. The number and amount of awards may vary from year to year but will be announced by the President in the APT Committee meeting prior to Annual Personnel Review. These awards replace the 'double increments' once used by the University. To assure use for professional development, the grantee will draw against an account on proper documentation.

V. Leaves

The University provides leaves of absence for the purpose of strengthening the University through the professional growth of individual faculty. If teachers, researchers or educational administrators are to be fresh and creative in their tasks, a periodic change of environment is desirable. In addition, many faculty reside away from

their national homes and centres of professional interests. Periodic leaves to maintain such ties are important to the wellbeing of the faculty member and his or her family.

These considerations, plus recognition of related travel expenses, govern the proposal stated here. Subject to reviews, the University offers leaves in the following forms: Sabbatical Leave; Faculty Development Leave; Junior Faculty Fellowship; Biennial Home Leave; Annual Leave; and Leave Without Pay.

A faculty member on leave has an obligation to report progress annually to his or her department or unit and to assure that the University receives as much benefit as possible from the experience.

A. Sabbatical Leave

The University may grant a sabbatical leave to a faculty member who has attained the rank of Assistant Professor or higher and who fulfills the following conditions:

1. Has completed six years of full-time faculty service (instructor or above) at the University;
2. Has not taken Home Leave for two years, and six years (12 semesters) have elapsed since the last sabbatical leave or University-sponsored study leave;

3. Has accepted a two-year appointment beginning immediately after sabbatical;
4. Has presented an acceptable plan of study, research or instruction at least six months in advance to the President, through the Dean of Faculties. The President will be advised of the plan by APT.

The Sabbatical Leave is granted for either one year or one semester. In both instances, a study or research grant may be awarded in dollars at the currently prevailing rate of exchange, not to exceed the equivalent of 85% of a year's local salary, plus a supplement of 25% of the grant for higher costs of living abroad. The University will provide travel for the staff member and may provide travel for accompanying family members (spouse and children under 18 living in Cairo) to a maximum of three additional full rates. If the staff member, with or without the assistance of the University, succeeds in securing a scholarship, fellowship, grant, other stipend, or employment for all or part of this leave, the financial arrangement with the staff member may be adjusted.

Sabbatical Leave travel is provided by the University on an AUC flight or at the least expensive air fare on the shortest route between Cairo and the principal leave location and return, plus 10% of each fare as

allowance for baggage in the form of a Miscellaneous Charge Order. If the home leave location is farther than the sabbatical leave location, the home leave location may be used.

B. Faculty Development Leave

On occasion, the University may request a faculty member to travel outside Egypt to prepare for special work the University wishes him or her to do. In such an instance, the University will continue full salary, or other appropriate compensation, during the period of absence and pay necessary expenses, making appropriate deductions for non-AUC grants or stipends.

C. Junior Faculty Fellowship

Depending upon University needs, the University may sponsor a promising junior faculty member for advanced study abroad. An appropriate stipend, dependent's allowance, tuition and travel will be assured for a specified time. In each case, the junior faculty member must agree that the aid will be regarded as a loan if he does not return for an appropriate period of University service. University assistance may be withdrawn and the faculty member recalled any time academic progress is judged inadequate. Although the fellow is assured of his former or equivalent position upon return, the University makes no promise of a higher position.

D. Biennial Home Leave

It is to the advantage of the University to have senior relocated faculty members and their families broaden their experience from time to time. Accordingly, a relocated overseas faculty member who has attained the rank of Assistant Professor or higher and who fulfills the following conditions, is required to travel out of Egypt for a period of one to three months every two years:

1. He or she must have completed two years of service with the University.
2. He must not have taken his last home leave or other University-sponsored leave for two years;
3. He must agree in writing to return for two more years' service, or if offered a one-year extension but not a two year renewal, must agree to return for one year of service.

Travel may be to any location, but the University will provide travel for faculty and dependents not to exceed the cost of roundtrip air economy fare to the faculty member's regular home residence. A baggage allowance of 10%, in the form of an MCO, of the fares will be provided. The MCO must be accounted for upon return. Where feasible, AUC Charter flights will be used. This travel is in addition to travel home at the end of a continuing contract.

E. Annual Summer Leave

The normal period for annual leave of professional staff is July and August, but some University operations necessitate other scheduling. Annual salaries are for a minimum work period of ten months (10 1/2 months for research assistants, assistant librarians and certain others). Professional staff members are normally not required to be present after June Commencement and before September 15; between these dates departments and units may authorize absence to allow professional staff greater freedom for professional development and for course preparation.

A request for arrival either after September 15 or after the beginning of the second semester, or for departure from Cairo before Commencement must be submitted through the department chairman and the Dean of Faculties to APT. The request should include a statement justifying the absence and explaining the benefits to accrue to the University despite the deprivation of services. In the absence of an approved leave request, the University will automatically grant leave without pay.

F. Leave Without Pay

Upon the recommendations of the Department, any faculty member who has been with the University in

a full-time capacity for a minimum of four consecutive years may apply for a year's leave of absence.

Leave are normally granted for a period of one year at a time.

At the request of the applicant and upon the recommendation of the Department, leaves may be extended for an additional year upon approval of the APT. In exceptional cases, when clearly in the University interest, the APT may recommend to the President that a third year of leave be granted. Any leave beyond that can only be granted by direct Presidential action.

There must be an interval of at least two years' full time service to the University before the applicant may apply for a second leave.

Requests for leave or extension of leave must be submitted at least six months in advance.

If leave is granted, the University guarantees the former or an equivalent position to the faculty member at expiration of the leave. The leave year or semester will not count as one of the 6 or 12 necessary for sabbatical, nor will it reduce the number of years already accumulated toward sabbatical.

Applications for leave will be considered in terms of the merits of the request (i.e., the value to the individual and to the University) and the needs of the University.

As a result of the Egyptian Social Security Law No.79/1975, the University will not pay the employer's or employee's share to the Social Security Fund in the case of faculty members on leave without pay for the purpose of employment only. On the other hand, the University will continue to make social security payments for those faculty on sabbatical leaves or other study related leaves.

Each faculty member taking Leave Without Pay must sign an understanding that failure to return by the end of authorized leave will be considered and accepted as a resignation.

G. Leave for Consultation or Part-Time Teaching

The University assumes that teaching, research, student advising, committee work and other University service constitute a full-time responsibility for its full-time faculty members on regular or secondment appointment. Compensation is provided accordingly. It is expected that any additional commitments will be limited and commensurate with responsibilities to the University.

Full-time regular and seconded faculty members should obtain approval in writing in advance (through the department chairman to the Dean of Faculties) for additional regular teaching, for consulting assignments longer than four days, or for other compensated employment.

DRAFT GUIDELINES FOR THE USE OF THE STUDENT INFORMATION FORM

1. The form will be administered in all courses.
2. Each department will be responsible for organizing the administration of the form in its classes. The department chairman or his representative will organize persons (students or others) to give out and collect the form in each class. The person administering the form will not be enrolled in the class, and the faculty member will be absent from the classroom. The forms should be administered as soon after the tenth week of the semester as possible, and certainly before the last two weeks of the semester.
3. As soon as the person collects the forms, he puts them into an envelope which he seals and hands on to the department chairman or his representative immediately, i.e. at 10 o'clock for a 9 o'clock class.
4. The completed forms are housed in the department. They will be sent to the university's optical scanner to prepare a quick tabulation of the boxes that have been checked, though it is clear that this cannot give a numerical tabulation but will only provide a summary which will then have to be evaluated by colleagues. The department chairman is responsible for ensuring the confidentiality of the forms during this process.
5. Access to the forms:
 - a. The instructor has access to the forms and to the tabulations of the optical scanner only after he has turned in his grades for the course in question. Department and unit heads may look over the forms immediately to stop problems early.
 - b. Promotion and other special action committees in the departments will have access to the forms in the course of preparing dossiers on faculty members for whom special personnel action is needed.
 - c. The APT Committee may request the raw forms from the department when they are considering a special personnel action case.
 - d. A faculty member who feels that the information contained on the forms is being abused has recourse to the faculty grievance committee. Since this is on the initiative of the faculty member, it is clear that the grievance committee will then have access to the raw forms.
 - e. Only the instructor, the department or unit head, promotion and other special action committees, the members of the APT Committee, and the members of the grievance committee, will have access to the forms.

6. Comment

These procedures are designed to ensure confidentiality of student responses and also to insure that the use of the information is fair to individual faculty members, while working towards the improvement of teaching at AUC. From the faculty point of view, the essential fact is that colleagues will evaluate the information generated by these forms. This is the critical phase in the entire process. When a faculty member is being considered for promotion etc., the department committee will have access to the forms that have accumulated, at least since the last special action report was made, and can use this information to prepare a collegial evaluation of the teaching record of the faculty member concerned. At this time also, such committees can and should make use of other information, such as interviews, inspection of course outlines and reading lists, evaluation of student complaints, grades given out, willingness and ability to develop new courses or special teaching material, and the like. Class visitation is another technique that could be used, but the generalized use of such a technique would require university-wide debate among faculty members of the same kind as the current debate over the use of student information forms.

A recent "Statement on Teaching Evaluation" approved by the Council of the American Association of University Professors in June 1975, included the following remarks:

"Casual procedures, a paucity of data, and unilateral judgments by Department Chairmen and Dean too often characterize the evaluation of teaching in American colleges and universities.....A judicious evaluation of a college professor as teacher should include

(1) an accurate factual description of what an individual does as teacher, (2) various measures of the effectiveness of these efforts, and the institution and department's expectations and support."

"Student perceptions are a prime source of information from those who must be affected if learning is to take place.....Faculty members should be meaningfully involved in any systematic efforts to obtain opinion....

There is no one questionnaire of method suitable to every department or institution...However, a common instrument covering a range of teachers, departments, and subject matter areas has the great advantage of affording meaningful comparative data. The important consideration is to obtain reliable data over a range of teaching assignments and over a period of time..."

"Faculty members should have a primary though not exclusive role in evaluating an individual faculty member's performance as teacher."

STUDENT INFORMATION FORM

COURSE NUMBER	SECTION NUMBER	MAJOR	
		SECTION NUMBER	MAJOR
A	0	0	0
B	1	1	1
C	2	2	2
D	3	3	3
E	4	4	4
F	5	5	5
G	6	6	6
H	7	7	7
I	8	8	8
J	9	9	9
K			
L			
M			
N			
O			
P			
Q			
R			
S			
T			
U			
V			
W			
X			
Y			
Z			

ARE YOU TAKING THIS COURSE AS

GENERAL REQ CONCENTRATION REQ COLLATERAL REQ

HOW MANY HOURS A WEEK DO YOU STUDY FOR THE COURSE

LESS THAN 2 2-LESS THAN 4 4-LESS THAN 6 6-LESS THAN 8 8 OR MORE

YES NO

HAVE YOU HAD THE PRE-REQUISITES FOR THE COURSE

A B C

WHAT GRADE DO YOU REALISTICALLY EXPECT TO RECEIVE FROM

FOR THE FOLLOWING QUESTIONS, PLEASE COMMENT AND DARKEN THE BOX THAT MOST NEARLY CORRESPONDS TO YOUR VIEW.

1. WERE THE MAJOR OBJECTIVES OF THE COURSE CLEARLY COMMUNICATED?

NEVER MENTIONED OR MADE APPARENT VAGUELY EXPRESSED ADEQUATELY EXPRESSED CLEARLY EXPLAINED

COMMENTS:

2. WERE THE CLASSES WELL-PLANNED IN TERMS OF THOSE OBJECTIVES?

NOTICEABLE LACK OF PLANNING SATISFACTORY ORGANIZATION WELL-PLANNED EXCEPTIONALLY WELL-PLANNED

COMMENTS:

3. WERE THE EXPLANATIONS (INCLUDING EXAMPLES, ILLUSTRATIONS ETC) CLEAR?

USUALLY NOT CLEAR SOMETIMES CLEAR USUALLY CLEAR ALWAYS CLEAR

COMMENTS:

4. WAS THE TEACHER'S ACCENT CLEARLY UNDERSTANDABLE?

NOT UNDERSTANDABLE (WHAT WAS THE PROBLEM?) FAIRLY UNDERSTANDABLE COMPLETELY UNDERSTANDABLE

COMMENTS:

5. APPROXIMATELY HOW MANY TIMES HAVE YOU BEEN ABSENT DURING THE SEMESTER?

NONE 1-3 3-6 MORE THAN 6

COMMENTS:

6. WERE THE CLASSES INTERESTING?

USUALLY DULL INTERESTING OCCASIONALLY USUALLY INTERESTING HIGH LEVEL OF INTEREST MAINTAINED

COMMENTS:

7. DOES THE TEACHER DICTATE HIS LECTURES?

NEVER ONLY WHEN NECESSARY MORE OFTEN THAN NECESSARY ALWAYS

COMMENTS:

8. HOW WELL WERE YOU ABLE TO TAKE NOTES IN THIS COURSE?

WITH GREAT DIFFICULTY WITH SOME DIFFICULTY REASONABLY WELL WITH EASE

COMMENTS:

9. HOW IMPORTANT WAS IT TO DO THE READING IN THE COURSE?

NOT IMPORTANT AT ALL ONLY SOME OF IT WAS IMPORTANT MOST OF IT WAS IMPORTANT ALL OF IT WAS IMPORTANT

COMMENTS:

10. HOW WELL RELATED WERE THE READING AND THE LECTURES?

COMPLETELY UNRELATED OCCASIONALLY UNRELATED REPEATED EACH OTHER WELL INTEGRATED

COMMENTS:

11. WAS THE CLASS DISCUSSION VALUABLE TO THE COURSE?

USUALLY A WASTE OF TIME SOMETIMES OF VALUE OFTEN OF VALUE HIGHLY VALUABLE

COMMENTS:

12. HOW WOULD YOU CHARACTERIZE THE RELATIONSHIP BETWEEN TEACHER AND STUDENT IN THE CLASSROOM?

INDIFFERENT TO EACH OTHER OCCASIONALLY FRIENDLY USUALLY FRIENDLY ATTEMPTING TO BE FRIENDLY

COMMENTS:

13. DID THE TEACHER ENCOURAGE THE STUDENTS TO THINK FOR THEMSELVES?

SELDOM SOMETIMES OFTEN ALWAYS

COMMENTS:

14. DID THE TEACHER ENCOURAGE STUDENTS TO ASK QUESTIONS?

SELDOM SOMETIMES OFTEN ALWAYS

COMMENTS:

HOW WOULD YOU DESCRIBE THE LEVEL OF INSTRUCTION?

TOO ELEMENTARY APPROPRIATE BEYOND MY LEVEL

COMMENTS:

10. DID THE CLASS PRESENTATION HOLD YOUR ATTENTION?

SELDOM SOMETIMES OFTEN ALWAYS

COMMENTS:

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

7. WERE THE EXAMINATIONS A FAIR REFLECTION OF COURSE CONTENT?

SELDOM SOMETIMES OFTEN ALWAYS

COMMENTS:

18. DID THE TEACHER'S COMMENTS ON THE ANSWERS TO THE EXAMS AND ON THE PAPERS HELP YOU DO BETTER?

SELDOM SOMETIMES OFTEN ALWAYS

COMMENTS:

19. WAS THE TEACHER AVAILABLE TO YOU DURING OFFICE HOURS?

SELDOM KEPT OFFICE HOURS SOMETIMES AVAILABLE OFTEN AVAILABLE ALWAYS AVAILABLE

COMMENTS:

20. IN GENERAL, WAS THE TEACHER AVAILABLE TO STUDENTS OUTSIDE CLASS?

SELDOM SOMETIMES OFTEN ALWAYS

COMMENTS:

21. DID YOU FIND THE COURSE INTELLECTUALLY STIMULATING?

NOT AT ALL SOMEWHAT ON THE WHOLE VERY MUCH SO

COMMENTS:

22. IN GENERAL, HOW WOULD YOU EVALUATE THIS COURSE?

POOR SATISFACTORY VERY GOOD ONE OF THE BEST

COMMENTS:

23. DID THE TEACHER MEET THE CLASS REGULARLY?

REGULARLY OCCASIONALLY MISSED BUT MADE UP TIME OCCASIONALLY MISSED IRREGULARLY

COMMENTS:

24. WOULD YOU RECOMMEND THIS COURSE TO A STUDENT SERIOUSLY INTERESTED IN THE SUBJECT?

YES NO

COMMENTS:

25. PLEASE CHECK THE COMMENTS THAT APPLY TO THIS COURSE THE TEACHER SHOULD:

- SPEAK MORE LOUDLY
- SPEAK MORE CLEARLY
- SPEAK WITH LESS MONOTONY
- USE MORE FAMILIAR WORDS (LESS JARGON AND OR SLANG)
- MAKE BLACKBOARD WRITING MORE LEGIBLE
- ANNOUNCE THE DATES OF EXAMINATIONS EARLIER
- LEAVE MATERIAL ON THE BOARD LONGER
- BE MORE PROMPT IN STARTING THE CLASS ON TIME
- BE MORE PROMPT IN ENDING THE CLASS ON TIME
- HAND OUT MIMEOGRAPHED OUTLINES OF THE COURSE
- GIVE LESS EMPHASIS TO ROTE MEMORIZATION FOR EXAMINATIONS
- MAKE ASSIGNMENTS MORE CLEAR AND UNDERSTANDABLE
- CHOOSE A BETTER TEXTBOOK OR BOOKS
- CHOOSE A LESS EXPENSIVE TEXTBOOK OR BOOKS
- CHOOSE A BETTER LABORATORY MANUAL

26. WOULD YOU RECOMMEND ANY CHANGE TO IMPROVE THE COURSE WITH RESPECT TO:

SPEED OF PRESENTATION OF MATERIAL	FASTER <input type="checkbox"/>	SAME <input type="checkbox"/>	SLOWER <input type="checkbox"/>
LEVEL OF MATERIAL	TOO HIGH <input type="checkbox"/>	JUST RIGHT <input type="checkbox"/>	TOO LOW <input type="checkbox"/>
AMOUNT OF READING	TOO MUCH <input type="checkbox"/>	JUST RIGHT <input type="checkbox"/>	TOO LITTLE <input type="checkbox"/>
USE OF VISUAL AUXILIARY AIDS	MORE <input type="checkbox"/>	SAME <input type="checkbox"/>	LESS <input type="checkbox"/>
FREQUENCY OF EXAMINATIONS	MORE <input type="checkbox"/>	SAME <input type="checkbox"/>	LESS <input type="checkbox"/>
EMPHASIS ON CLASS DISCUSSION AND QUESTIONING	MORE <input type="checkbox"/>	SAME <input type="checkbox"/>	LESS <input type="checkbox"/>
USE OF SUPPLEMENTAL READING MATERIAL	MORE <input type="checkbox"/>	SAME <input type="checkbox"/>	LESS <input type="checkbox"/>
USE OF FIELD TRIPS AND SIMILAR OUTSIDE CLASS ACTIVITIES	MORE <input type="checkbox"/>	SAME <input type="checkbox"/>	LESS <input type="checkbox"/>
USE OF CLASS HANDOUT MATERIAL	MORE <input type="checkbox"/>	SAME <input type="checkbox"/>	LESS <input type="checkbox"/>
USE OF FILMS OR SLIDES	MORE <input type="checkbox"/>	SAME <input type="checkbox"/>	LESS <input type="checkbox"/>
USE OF THE BLACKBOARD	MORE <input type="checkbox"/>	SAME <input type="checkbox"/>	LESS <input type="checkbox"/>

28. WHAT IS IT ABOUT THIS COURSE YOU HAVE LIKED LEAST?

27. WHAT OTHER SUGGESTIONS CAN YOU MAKE FOR THE IMPROVEMENT OF THE COURSE:

29. WHAT IS IT ABOUT THIS COURSE YOU HAVE LIKED MOST?

30. WHAT SUGGESTION CAN YOU MAKE FOR THE IMPROVEMENT OF THIS STUDENT INFORMATION FORM?

APPENDIX K

REPORT ON PHILOSOPHY

AT THE

AMERICAN UNIVERSITY IN CAIRO

Prepared by

Dr Michael Krausz
Distinguished Visiting Professor, AUC
Associate Professor of Philosophy, Bryn Mawr College

In consultation with

Dr Mohamed Abdel Khalek Allam
Dr Elsaid Badawi
Dr Adli Bishay
Dr Nicholas V Ciaccio
Dr Gabriel Habashy
Dr Hassan Hanafi (Cairo University)
Dr Barbara Harlow
Dr Jonathan M Haynes
Dr Marsden Jones
Dr David Kostan (Wesleyan University)
Dr Thomas Lamont
Dr Amira Mattar (Cairo University)

Dr Cynthia Nelson
Mr Bernard O'Kane
Dr Richard F Pedersen
Mr Ismail Safwat
Dr Wadad Said
Mr Kenneth Saunier
Dr George Scanlon
Mr Carl Schieren
Dr Doris Shoukri
Dr Steffen W Stelzer
Dr Earl (Tim) Sullivan
Dr Mourad Wahba (Ein Shams
University)

January, 1981

1. Introduction
2. Advisory Committee on Philosophy
3. Disciplinary Offerings
4. Interdisciplinary Offerings
5. Intercultural Offerings
6. Summary of Recommendations

1. Introduction:

AUC's cultural and geographical location suggests the development of a philosophy program at three levels: the disciplinary level, the inter-disciplinary level, and the inter-cultural level.

The present disciplinary offerings are few and basically restricted to introductory courses. Students have no regular vehicle for exploring philosophical issues at a more advanced stage. The inter-disciplinary offerings pertinent to a philosophy program are substantial, and they provide the basis for an interesting inter-cultural offering as well.

With minor additions and adjustments, AUC currently has the resources to offer a good minor in philosophy.

2. Advisory Committee on Philosophy:

While there is a good deal of philosophically pertinent research being conducted by various members of different units, there is no natural rubric under which faculty members may come together for curricular and philosophical enrichment. A philosophy program could provide the natural bridge for those involved in the literatures, the social sciences, and the natural sciences.

Thus, an Advisory Committee on Philosophy should be formed to consider matters pertaining to the development of the philosophy programs at AUC. This committee should include:

Dr Cynthia Nelson
Dr Wadad Said
Dr George Scanlon
Dr Doris Shoukri
Dr Steffen Stelzer (Head)
Dr Earl (Tim) Sullivan

This committee may wish to invite a natural scientist to round out its inter-disciplinary representation. .

3. Disciplinary Offerings:

At present only two disciplinary courses are taught on a regular basis. These are:

Introductory Philosophy (200) - (1st and 2nd Semesters)
Selected philosophical problems and how philosophers have thought about them.

Logic and Scientific Method (201) - (1st and 2nd Semesters)
Semantics, analysis of formal reasoning and the methods of scientific thought.

Introduction to Philosophy (200) and Logic and Scientific Method (201) are both sectioned and they account for all the contact hours provided by philosophers Dr Wadad Said and Dr Steffen Stelzer.

No intermediate-level courses are regularly taught in the five broad subdivisions of philosophy, which are:

Logic (concerned with the nature of valid reasoning)

Theory of Knowledge (concerned with how we know what we know)

Metaphysics (concerned with the nature of existence)

Ethics (concerned with the nature of human values)

Aesthetics (concerned with the nature of art objects and aesthetic experience)

While an introduction to logic is provided in 201, there is no one in Cairo specifically concerned with Logic as a special field. However, Theory of Knowledge, Metaphysics, Ethics and Aesthetics can be covered by AUC faculty members. Dr Wadad Said's research interest is primarily in the area of Ethics, and Dr Stelzer's research interest is primarily in the area of Hermenentics (or Theory of Interpretation), which can be variously presented under the rubric of Theory of Knowledge or Metaphysics. Dr. Doris Shoukri has special interest in philosophical interpretations of literary texts, which could be presented in a course entitled, "Philosophy and Literature." Such a course would satisfy an Aesthetics rubric.

A student who takes a minor in philosophy should be required to take an introductory course plus courses in at least two of the following:

Theory of Knowledge, Metaphysics, Ethics, or Aesthetics.

Thus, AUC should offer at least two of these courses per year, rotating them every second year.

In order to offer these courses Dr Said or Dr Stelzer may be relieved of one of their introductory courses by two part-time instructors per year, or, according to the discretion of the committee, part-timers may teach these courses.

There are competent and available philosophers in Cairo who might be approached by the Advisory Committee for such part-time instruction. Dr Hassan Hanafi of Cairo University has special interests in the history of philosophy. He is competent to teach introductory or advanced courses. The same is true of Dr Amira Helmi Mattar, also of Cairo University, whose special interests include Greek Philosophy. In addition, Dr Mourad Wahba of Ein Shams University, is competent to teach an advanced course. And during the academic year 1981-82, Dr David Konstan of Wesleyan University will be in residence at AUC. In addition to his expertise in Greek and Roman literature, he is competent to teach an introductory philosophy course covering the Presocratics through Aristotle. Dr Konstan could relieve Dr Shoukri of her Greek and Roman literature course and/or relieve Dr Said or Dr Stelzer of an introductory philosophy course. Thus, two philosophy courses per year should be taught by part-time instructors. The Advisory Committee should determine which available persons should be hired as part-timers, and which courses should be offered in any given year.

4. Inter-Disciplinary Offerings:

AUC presently offers numerous courses in the areas of Political Philosophy of the Social Sciences. These include:

History of Political Theory (Pol Sci 301 1st semester, 302 2nd semester)-

Plato to the present, analysing the thought of the major contributors. First semester: ancient and medieval political philosophy and the modern break with traditions. Second semester: main currents of contemporary thought from their inception to their present condition.

Contemporary Ideology (Pol Sci 401)-

Forms and functions of ideology considered in relation to selected political ideologies of the world.

Seminar: Contemporary Political Theory (Pol Sci 403)-

Recent attempts to reduce political phenomena to systematic analysis and scientific study and to develop conceptual frameworks for the interpretation of political and social data.

History of Social Theory (Soc 309, same as Anth 309)-

The nature and function of social theory and its development especially since the Enlightenment. Emphasis on the cumulative insights and ideas which have contributed to modern social theory, the essential aspects of the philosophy of social science, especially epistemological problems in the science of sociology and anthropology.

Contemporary Sociological-Anthropological Theory (Soc 310, same as Anth 310)-

The main trends, basic problems, unresolved issues and emerging trends in 20th century sociological and anthropological thought. Essential aspects of the logical of scientific inquiry; contemporary theories as model building in sociology and anthropology.

Inter-disciplinary courses of sufficient philosophical content should be cross listed in the philosophy section of the catalog. In addition, the Advisory Committee should determine whether any such courses should satisfy a requirement for a philosophy minor.

5. Inter-Cultural Offerings:

Dr John Williams periodically teaches Islamic Philosophy, and the new appointee in the Arabic Studies department will teach it regularly. Islamic Philosophy should be cross listed as a philosophy offering.

AUC's geographical and cultural setting prompts questions of Cultural and Ethical Relativism. While no course on Cultural and Ethical Relativism is yet offered, Dr Said and Dr Sullivan have discussed the possibility of jointly offering such a course. It could be well cycled so as to interchange with Ethics. A course in Cultural and Ethical Relativism should be encouraged.

The inter-cultural level of a philosophy program might well become its most apt feature for AUC. it is at this level that an overriding theme of contemporary Egypt might be considered in its philosophical form: the nature of Western science and technology in relation to the values of modernity. This theme cannot be adequately dealt with in a given course. It should be the area of competence for a full-time appointment in philosophy. After a year or two AUC should consider an additional full-time appointment in philosophy to assume the teaching responsibilities of the part-timers and to offer special expertise at the inter-cultural level.

6. Summary of Recommendations:

1. An Advisory Committee on Philosophy should be formed to consider matters pertaining to the development of a philosophy minor at AUC.
2. AUC should offer courses in Theory of Knowledge, Metaphysics, Ethics, and Aesthetics, any two of which should be offered in a given year.
3. AUC should immediately hire two part-time instructors to teach the above courses or to release AUC faculty members from introductory courses to do so.
4. Inter-disciplinary courses of sufficient philosophical content should be cross listed in the philosophy section of the catalog.
5. The Advisory Committee should determine whether any such course should satisfy a requirement for a philosophy minor.
6. Islamic philosophy should be cross listed as a philosophy offering.
7. A course in Cultural and Ethical Relativism should be encouraged.
8. After a period of one or two years, AUC should consider an additional full-time appointment in philosophy to assume the responsibilities of the part-time instructor (#3) and to offer special expertise at the inter-cultural level.
9. Students should be informed of the new minor in philosophy by presentations at the general assembly and the like.

MK:ah
January, 1981

APPENDIX L

AUC LONG RANGE PLANNING - 1985/86 INCOME

	\$	\$	\$	
	<u>1978/79</u>	<u>1981/82</u>	<u>1985/86</u>	<u>Compound</u>
	<u>Base</u>	<u>May 1981 Budget</u>		<u>Growth</u>
		<u>(adjusted)</u>		<u>Rate from</u>
				<u>78/79 base</u>
<u>Aid</u>	4,285,714	4,014,500	3,873,500	(1.4)
<u>Contributions</u>				
a) Gifts	489,285	754,200	1,350,000	15.6
b) Endowment	150,000	320,600	1,100,000	32.9
<u>Tuition & Fees</u>				
a) Academic	1,035,915	2,993,700	6,014,500	28.6
b) DPS	470,000	914,300	1,895,900	22.1
c) Fees	48,142	50,600	144,500	17.0
<u>Educational Enterprises</u>				
a) CIT	81,000	392,700	562,400	31.9
b) Mgt Development	54,285	216,900	425,000	34.2
c) SRC	100,000	113,500	320,000	18.1
d) ELI-AID	364,800	870,000	650,000	8.6
e) Press	101,000	379,500	723,600	32.5
f) Computer Center	28,571	116,300	284,000	38.8
<u>Auxiliary Enterprises</u>				
a) Food	131,428	195,200	428,000	18.4
b) Hostels	73,571	127,000	314,100	23.0
c) Bookstore	142,857	269,900	653,100	24.3
<u>Other</u>				
a) UEEF	64,285	72,300	72,300	1.6
b) Other	98,591	120,200	176,000	8.6
<u>Admin. & General</u>				
Provision for doubtful income	-, -	(500,000)	(700,000)	-, -
Total Income	<u>7,719,444</u>	<u>11,421,400</u>	<u>18,286,900</u>	13.1
Total Expenditures & transfers	<u>7,727,129</u>	<u>11,531,700</u>	<u>18,306,600</u>	13.1
Surplus/(Deficit)	(7,685)	(110,300)	(19,700)	

Best Available Copy

AUC LONG RANGE PLANNING - 1985/86 EXPENDITURES

	\$	\$	\$	
	<u>1978/79</u>	<u>1981/82</u>	<u>1985/86</u>	
	<u>Base</u>	<u>May 1981 Budget</u>		<u>Compound</u>
		<u>(adjusted)</u>		<u>Growth</u>
				<u>Rate fr</u>
				<u>78/79 ba</u>

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1. <u>Aid</u>				
2. <u>Contributions</u>				
3. <u>Academic Instruction</u>				
a) Academic				
1) Sal/Sup	2,315,000	3,063,800	4,724,200	10.7
2) Library	300,000	510,800	842,500	15.9
3) Scholarships	175,000	270,400	488,000	15.9
4) Fellowships	130,000	183,700	253,100	10.0
SUB-TOTAL	<u>2,920,000</u>	<u>4,029,700</u>	<u>6,307,800</u>	<u>11.7</u>
b) DPS	235,000	610,100	1,223,500	26.6
4. <u>Educational Enterprises</u>				
a) CIT	400,000	260,700	404,800	0.2
b) Mgt Development	65,000	173,500	340,000	26.6
c) SRC	17,129	27,400	42,600	13.9
d) ELI-AID	70,000	391,500	341,300	25.4
e) Press	135,000	268,000	442,700	18.5
f) Computer Center	145,000	167,500	270,600	9.3
5. <u>Auxiliary Enterprises</u>				
a) Food	175,000	259,200	428,000	13.6
b) Hostels	110,000	188,000	314,100	16.2
c) Bookstore	230,000	376,100	653,100	16.1
6. <u>Other</u>				
a) UEEF	65,000			
b) Other	--			
7. <u>Admin. & General</u>				
a) Exec. Admin.	850,000	723,600	1,161,000)
b) Gen. Admin. & Housing (including ny Office)	1,535,000	2,468,400	3,752,000) 10.9
c) Buildings & Grounds	775,000	967,300	1,603,100)
8. <u>Transfers</u>				
a) Plant Fund	--	501,200	922,000	
b) Other	--	120,500	100,000	
	<u>7,727,129</u>	<u>11,531,700</u>	<u>18,306,600</u>	

THE AMERICAN UNIVERSITY IN CAIRO

Long Range Planning

1985/86 Income and Expenditure Projections

1. Basis of Presentation:

For ease of overview the 1978/79 base year format has been preserved for the 1985/86 projections. One adjustment has been undertaken to the 1978/79 figures: SRC income from release time credits has been netted off against the corresponding salary line item on the expenditures side.

While the 1985/86 figures have been prepared on a basis consistent with that used for 1978/79 and may therefore be considered reliable indicators, it should nevertheless be pointed out that due to reclassification and reallocation of expenditures, the 1981/82 and 1985/86 expenditures figures are not fully comparable with those for 1978/79.

Egyptian Pound income and expenditures for 1978/79 have been translated to dollars at LE0.7 = \$1, and for 1981/82 and 1985/86 at LE0.83 = \$1.

2. 1985/86 Income Assumptions:

2.1 Contributions: Out of annual giving projected at \$1.5 million it has been assumed that 90% of this sum is given in unrestricted form. Endowment income breaks down into \$350,000 from existing endowment funds and \$750,000 from funds raised during the current campaign drive.

2.2 Academic Tuition: Income is based on the following assumptions:

- (i) FTE student body of 2,250
- (ii) 80% of student body pay at Egyptian tuition rate and 20% at the non-Egyptian rate
- (iii) Egyptian tuition rate is LE 1,200 p.a. and non-Egyptian tuition rate is \$4,500

The academic tuition line also includes projected income from the Summer School and the ALU. Summer School income assumptions are as follows:

- (i) 900 students at Egyptian rate of LE 250
- (ii) 50 students at non-Egyptian rate of \$1,200

ALU income assumptions are:

- (i) 160 year-students at \$6,000
- (ii) 80 summer students at \$1,200

- 2.3 DPS income is as submitted by the division to the Long Range Planning Committee on the basis of a 15% p.a. compound growth rate in tuition fees from current levels and a 5% p.a. compound growth rate in enrollment.
 - 2.4 Fees. No change has been made to the original 1978/79 projection.
 - 2.5 CIT: Income of \$562,400 is as submitted by the division to the Long Range Planning Committee, adjusted for the change in exchange rate from LE0.7 to LE0.83 = \$1.
 - 2.6 Management Development income assumes annual compound growth rate marginally in excess of 18% from fiscal 1981/82 onwards.
 - 2.7 SRC: The figure of \$320,000 shown represents projected overhead recovery on grant and contract work. It assumes: (a) successful conclusion of current overhead negotiations with AID leading to a doubling of the overhead rate in 1982/83, and (b) a 9% compound growth rate in grant and contract work.
 - 2.8 ELI-AID: Income is forecast to drop progressively from 1981/82 to reach \$650,000 in 1985/86 as per the 1978/79 projection.
 - 2.9 Computer Center income is projected to increase at 25% per annum from the 1981/82 level with an increasing contribution from services performed for third parties.
 - 2.10 Auxiliary Enterprises income has been determined as a dependent function of projected expenditures. In line with Board policy it has been assumed that auxiliary enterprises will break even by 1985/86, although the Long Range Planning Committee is sceptical whether this target can be attained.
 - 2.11 Other income has been increased by 10% p.a. compound from 1981/82 levels to reach the 1985/86 projections.
3. 1985/86 Expenditure Assumptions:
- 3.1 Except where indicated below 1985/86 expenditures have been projected by taking the adjusted May 1981/82 budget as a base and increasing personnel expenditures at 11% p.a. compound and all other expenditures at 15% p.a. compound.
 - 3.2 Scholarships expense has been computed at 20% of the gross tuition income earned at the Egyptian rate of LE 1,200.
 - 3.3 Fellowships expense has been calculated at 12.5% of foreign rate tuition income.

- 3.4 Management Development expense has been computed on the basis that income exceeds expenditures by a margin of 24%.
- 3.5 SRC expense is based on the assumption that 10% of the Center's expenditures will not be covered by grant and contract funds.
- 3.6 ELI-AID expense has been computed at 55% of the income projected from the program.
- 3.7 Plant Fund transfers have been calculated on a formula basis of 5% of annual income, inasmuch as the University does not depreciate its assets.
- 3.8 Other transfers are transfers from current unrestricted gifts to endowment and similar funds in line with standing Board policy.

APPENDIX M

I

THE AMERICAN UNIVERSITY IN CAIRO

Needs and Objectives

Five-Year, \$25 Million Financial Endeavor

Over the next five years, AUC will be seeking to raise \$25 million from the United States, Saudi Arabia and the Gulf, and Egypt. This memorandum explains why, and how AUC hopes to organize to do it.

Sixty years ago, AUC committed itself to Egyptian education. From the outset, also, AUC extended its contributions throughout the Middle East. For Americans it has provided an understanding of the Middle East and of the Arabic language. And it has always sought to be an educational innovator responding to critically important local needs.

Now, in a time of mounting cooperation between Egypt and the United States, AUC's graduates (with an education combining western techniques and regional concepts) are especially well equipped to contribute significantly to economic development and to relations between the Middle East and the rest of the world.

AUC accordingly expects to be called upon to make ever increasing educational contributions to Egypt, the Middle East, Africa, and the U.S. in the coming decades.

Responding to such a perceived need, AUC recently completed a major two year study on the basis of which it has projected new policies for the next five years. A number of changes have already been made. Others have been decided upon. Together they involve:

- increasing the student body from 2,000 to 2,500;
- increasing the adult education program from 10,000 to 12,000;
- significantly expanding its executive-level management training for the Egyptian Government and for other governments and corporations in the Middle East;
- adding an undergraduate Business Administration degree;
- adding Mechanical Engineering immediately, and adding Chemical and Electrical Engineering as soon as funds can be obtained;
- increasing funding efforts for the Desert Development Demonstration and Training Project at Sadat City;
- staffing its Social Research Center to deal with rural and urban developmental problems as well as with family planning;
- enlarging and diversifying its renowned Arabic Language program;
- completing Egypt's most modern library facility and continuing to make it available for graduate students from other Egyptian universities; and
- expanding cooperative programs with American universities in study-abroad, Arabic language and area-specialization studies.

The implementation of such new programs related to Egypt's development and the maintenance of high - and expensive - standards of American style education in a low-income environment will require substantial new sources of funds.

Until a few years ago 60% of the University's finances were supplied by the US Agency for International Development, even though AUC is an entirely private university. At US government request, that percentage has been brought down to about 35% through the University's own income producing efforts. AID's percentage is expected to drop to 25% by 1985, at which level AUC believes US government support will be necessary for a further extended period.

Faced with the necessity of compensating for AID's reduced financial share, with the problem of inflation, and with the need to intensify AUC's educational role, AUC's Board of Trustees resolved in May to embark on a five-year fundraising campaign directed toward private and corporate sources. The effort will be by far the most important in AUC's entire history.

During the coming five years AUC will endeavor to raise contributions of \$20 million for endowment funds and \$5 million for current operating funds. Goals of roughly \$4 million from Egyptian sources, \$11 million from the Arabian peninsula, and \$10 million from the United States are contemplated. Only with the acquisition of such funds will AUC be able to function at the level and with the quality of program it believes to be necessary.

APPENDIX N

P R O T O C O L

Between the Government of the Arab Republic of Egypt and Board of Trustees of the American University in Cairo, Incorporated in Washington, D. C. in the United States of America, concerning the Status and Organization of the American University in Cairo.

Whereas the cultural agreement concluded between the Government of Egypt and the Government of the United States of America on 21st May 1962 provided in its first Article for the establishment of cultural centers and institutes in the country of the other party, and lays down in its fourth Article that both Governments shall encourage close cooperation between the cultural and professional organization and the educational, scientific and cultural institutes existing in their respective countries;

And whereas the United States Government considers the American University in Cairo to be a cultural institute falling within the scope of Article I, Paragraph (d) of said cultural agreement and within the provisions of Article I, Paragraph (a) of Law no. 52 of 1970;

And whereas it is the intent of the Board of Trustees of the American University in Cairo, being the ultimate authority in all matters affecting the institution, to cooperate constructively with competent authorities in the Arab Republic of Egypt in order that said University may perform its educational activities in the best possible manner;

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168

2.

The two parties have agreed on the following:

Article I

The American University - as a cultural institute -
aims at the following:

- a) To encourage and increase cultural and scientific cooperation between Egypt and the United States of America in the field of higher education and scientific, technical and literary research provided that this does not conflict with the laws in force in Egypt.
- b) To participate in the field of higher education through the organization of studies and in the granting of certificates, University diplomas and academic degrees recognized by both Governments.
- c) To offer educational programs and cultural services which present no degrees.
- d) To function as an organ of cultural exchange, especially in the field of education, between Egypt and the United States of America.

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Article 2

- a) The President of the University shall be an American. A Vice President of the University shall be an Egyptian.

Article 3

- a) It is University policy that American and Egyptian citizens shall hold academic staff posts in roughly equivalent proportionate numbers. Up to 10% of the academic staff may be third country nationals.
- b) It is University policy that local non-Egyptians may not occupy more than 5% of the total of non-academic posts.
- c) It is University policy that the names of new non-Egyptian candidates for any of the chief administrative posts or the academic staff or those whose renewal of term is requested, shall be submitted for approval to the competent Egyptian authority.

Article 4

The Egyptian Government shall be entitled to appoint, with the approval of the Board of Trustees, an Egyptian Counsellor

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who shall participate in the University's administration and the supervision of its activities and shall basically act as liaison officer between the competent Egyptian authorities and the University administration. His term of service shall be three years, renewable.

Article 5

- a) It is University policy that the proportion of Egyptian students matriculating in Degree programs at the University may not be less than 75% of the total students.
- b) It is University policy that the remaining 25% shall be of such nationalities as University authorities determine to be most appropriate.
- c) It is University policy that holders of Secondary School Certificate (Thanaweya Amma) must have achieved an overall average of at least 65% to be eligible for admission to the University.

Article 6

The American University, as a cultural institute, does not aim at material profit. The Egyptian Government, in recognition of this, agrees that all national taxes on salaries and wages paid from PL-480 funds shall be obviated.

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Article 7

The American University and its non-Egyptian personnel shall enjoy the facilities provided for by prevailing Egyptian laws and decrees applicable to foreign cultural institutes.

Article 8

The academic degrees (as listed in Appendix I of this Protocol) awarded by the American University in Cairo - in fields accepted by American Universities - are regarded as equivalent to the academic degrees awarded by the Egyptian Universities.

In the event the University awards other degrees, a joint committee of the Ministry of Higher Education shall be formed upon the request of the American University in Cairo to consider the recognition of these academic degrees.

Article 9

In the event the American University in Cairo intends to establish new studies or institutions other than those already established, the University will seek the approval of the Ministry of Higher Education, after consulting a joint committee formed from the Ministry of Higher Education and the American University.

API

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Article 10

This Protocol shall become effective upon the issuance by the Government of Egypt of the instrument necessary to give it executory force, and shall remain in effect for five years renewable automatically unless one of the two parties notifies the other of his desire for revision of the provisions of this Protocol at least six months before the expiry of the five years. It may be amended at any time by the consent of the parties.

This Protocol is made in two originals; one in the Arabic language and the other in the English language, both originals being authentic.

For the Government of the
Arab Republic of Egypt

A. F. Ismail

Dr. Abd El Fattah Ismail
First Under Secretary
Ministry of Higher Education

For the Board of Trustees
of the American University
in Cairo

Cecil K. Byrd

Cecil K. Byrd
President

*Cairo, Egypt.
November 13, 1975*

APPENDIX I

DEGREES AND DIPLOMAS AWARDED BY THE
AMERICAN UNIVERSITY IN CAIRO

Degree of Bachelor of Arts

- 1- Arabic Studies with specialization In Arabic Language, and Literature
- 2- Islamic Art and Architecture
- 3- Medieval and Modern Islamic History
- 4- Middle East Studies
- 5- Economics
- 6- Political Science
- 7- English and Comparative Literature
- 8- Anthropology
- 9- Psychology
- 10- Sociology
- 11- Mass Communication

Degree of Bachelor of Science

- 12- Chemistry
- 13- Physics
- 14- Mathematics
- 15- Materials Engineering

Diplomas

- 16- Teaching English as a Foreign Language
- 17- Management

Degree of Master of Arts

- 18- Arabic Studies with specialization in Arabic Language and Literature

API

APPENDIX I- CONTINUED

- 19- Islamic Art and Architecture
- 20- Medieval and Modern Islamic History
- 21- Economics
- 22- Management
- 23- Mass Communication
- 24- English or American Literature
- 25- Sociology-Anthropology
- 26- Teaching English as a Foreign Language
- 27- Teaching Arabic as a Foreign Language
- 28- Political Economy

Degree of Master of Science

- 29- Solid State Science

A.F.I

Cecil K. Byrd

APPENDIX 0 (1)

THE BY-LAWS OF THE FACULTY

OF

THE AMERICAN UNIVERSITY IN CAIRO

OCTOBER, 1968, with amendments adopted May 1973.

T A B L E O F C O N T E N T S

<u>SECTION</u>	<u>TITLE</u>	<u>PAGE(S)</u>
I	Membership, Organization and Functions of the Faculty	1-5
II	Membership, Organization and Functions of the Academic Board.....	6-8
III	Committees Reporting to the Academic Board	9-13
IV	Membership, Organization and Functions of the University Council.....	14-15
V	Advisory Committees Reporting to the President	16-19
VI	Procedures for Amending the By-Laws of The Faculty, The Academic Board and The University Council	20

SECTION I

Membership, Organization and Functions of the Faculty

A. Membership

1. There shall be a Faculty composed of:
 - (a) Full-time teaching and research staff holding the rank of instructor (or its equivalent) and above.
 - (b) Full-time teaching and non-teaching professional staff of the English Language Institute, the Center for Arabic Studies, the Social Research Center and the Library who hold the equivalent rank of Instructor and above.
 - (c) The President, Vice-President, Dean of the Faculties, Dean of Students, Director of the English Language Institute, University Librarian, Director of the Division of Public Service and the Registrar.
2. (a) There shall be a Faculty Membership Committee which shall consist of the Chairman of the Faculty as Chairman and three members appointed annually by him, preferably before the first Faculty meeting. This committee will recommend to the Faculty, preferably at its first meeting, the names of persons on the staff of the University who by the nature of their position are not automatically members of the Faculty but who, in the opinion of the committee, should be invited to join the Faculty for the duration of their appointment at the University. The committee will prepare a brief statement about each person which will be read to the Faculty, which shall then resolve the issue by vote.

Any member of the Faculty may submit a statement to the Membership Committee justifying extending an invitation to any staff member not automatically a member of the Faculty.

 - (b) All questions pertaining to membership, including those of qualifications and category of membership, shall be dealt with by the Membership Committee which shall report its recommendations to the Faculty, which shall then resolve the issue by vote.
 - (c) A member ceases to be a Faculty member when he severs his connection with the University or when his status in the University is changed so as to take him outside the definition of the Faculty. (All those who were faculty members as of May 1967 remain members as long as they are with the University).
3. The Faculty may, at its discretion, invite to any of its meetings, for purpose of information, consultation, or advice, any person concerned

with the subject under discussion. However, such persons will not be granted the privilege of voting.

B. Organization:

1. The Chairman of the Faculty shall be elected for a term of one year by the Faculty from among its members as defined in I (a) above.
2. In order to be eligible for election, a nominee for the Chairmanship must hold the rank of Assistant Professor or above, and must have served the University for at least one academic year.
3. The Chairman may succeed himself in office once, but he may not be eligible for re-election after his second term until a period of two academic years has elapsed. However, he may stand for any other elective position of the Faculty after he has relinquished the Chairmanship.
4. The Chairman shall set the agenda for all Faculty meetings in consultation with the Chairman of the Academic Board and with the Program Committee.
5. He shall preside over meetings of the Faculty.
6. He shall be (ex-officio) a member of the University Council.
7. He shall be (ex-officio) a member of the Academic Board in addition to the other members elected by the Faculty.
8. He shall insure that all Faculty be notified and all relevant materials be distributed at least one week prior to any Faculty meeting. He shall also insure the same with respect to those Faculty matters which are to be brought before the Academic Board.
9. He shall insure that the views of the Faculty concerning issues brought to it from the Academic Board, as well as its views on any other issues which the Faculty wishes to place before the Academic Board shall be so communicated.
10. The eligibility, election, tenure, and re-election of the Vice-Chairman shall be governed by the same rules and procedures as those for the Chairman.
11. He may stand for the Chairmanship or any other elective position of the Faculty at the end of his tenure as Vice-Chairman.
12. He shall assist the Chairman in the performance of his duties and, in the absence of the Chairman, he shall assume his duties and responsibilities.

13. The Secretary shall be elected annually by the Faculty from among its ranks as defined in 1(a) above. He shall prepare full and accurate minutes of every Faculty meeting.
14. The Faculty shall meet within the first month of each academic year and at least bi-monthly thereafter during the course of each semester. A special meeting shall be called promptly by the Chairman upon the request of any ten members of the Faculty who shall submit their request in writing to the Chairman. The Chairman may also, upon his own initiative, convene a meeting of the Faculty.
 - (a) Whether or not a particular question may involve matters of policy shall be decided by the Chairman and shall be announced whenever possible in the written agenda for each meeting.
 - (b) The issue of question not involving matters of policy shall be decided by an absolute majority of members present during voting on the questions.
 - (c) For voting in the first instance on questions involving matters of policy, a quorum shall be required which shall consist of an absolute majority of the total membership of the Faculty not on leave of absence. In this instance the issue of questions involving matters of policy shall be decided by a majority of not less than two thirds of the members present.
 - (d) In the absence of a quorum in the first instance, voting on questions involving matters of policy may be subsequently take place at a further extraordinary meeting to the convened by the Chairman with a week's notice. At this extraordinary meeting no quorum shall be required and the issue of questions involving matters of policy shall be decided by a majority of not less than two thirds of the members present.
15. The elections of the Faculty shall take place in May of each year in full open meeting. Notification of the date of election must reach the Faculty at least two weeks in advance of the electoral meeting.
16. There shall be a standing Faculty Program Committee which shall consist of three members elected annually by the Faculty, the Vice-Chairman and the Chairman of the Faculty who will be Chairman of the Committee.

17. The Committee shall be consulted by the Chairman of the Faculty in the matter of setting the agenda for all Faculty meetings.
18. The Committee shall plan and organize the educational and social programs of the Faculty.
19. There shall be a standing Faculty Nomination Committee which shall consist of the Chairman of the Faculty, who will be Chairman of the Committee, the President of the University (ex-officio) and three members of the Faculty elected annually by the Faculty.
20. The Committee shall, on behalf of the Faculty, draw up lists of nominees from which the Faculty shall elect members to the Academic Board and to such Faculty committees as may be convened. The list of nominees for the Academic Board should include at least one faculty member from each department. Additional nominations may be made from the floor at electoral meetings.
21. In addition to its standing committees, the Faculty may appoint such ad-hoc committees as it may deem necessary for the examination and conduct of its affairs.

C. Functions

1. The Faculty shall participate in the development of the academic policy of the University, particularly with respect to such matters as:
 - a) The content of the University curriculum.
 - b) The quality of instruction and teaching load.
 - c) The standards of grading.
 - d) The establishment of standards for the granting of degrees.
 - e) Appointments, promotions, tenure and dismissal of Faculty.
 - f) Personnel practices such as salary scales, pensions and annuities, sabbaticals, home leaves, study leaves, grants, travel and other allowances.
2. The Faculty shall be represented on the University Council by the Chairman of the Faculty.

3. The Faculty shall be represented on the Academic Board by ten members elected annually from among its membership as defined in 1 (a) above, and by the Chairman of the Faculty.

The election of faculty representatives to the Academic Board and the Personnel Policies and Procedures Committee for the next academic year shall take place during the month of May.

4. The Faculty shall, at its discretion, and with particular reference to Article 1 (a-e) above, submit for consideration by the Academic Board its views concerning such policy matters as fall within its competence to examine (See Section II C, Article 2, below).
5. Upon joint determination of the Chairman of the Faculty and the Academic Board, such initiatives, recommendations, and decisions of the Academic Board and its committees as relate to the aforementioned policy matters in C, Article 4 above, shall be brought before the Faculty for consideration. The Faculty may, through its Chairman, request that policy matters previously passed on by the Academic Board be jointly reviewed. (See Section II C, Article 2 below).
6. The Faculty shall devote at least one meeting annually to a hearing on the University's preliminary Budget for the year following. (See Section V A below).

SECTION II

Membership, Organization and Functions of the Academic Board

A. Membership;

There shall be an Academic Board composed of:-

1. The President of the University (ex-officio)
2. The Vice-President of the University (ex-officio)
3. The Dean of the Faculties (ex-officio)
4. The Chairman of the CAS and Department of Arabic (ex-officio)
5. The Chairman of the Department of Economics-Political Science (ex-officio)
6. The Chairman of the Department of Sociology-Anthropology (ex-officio)
7. The Chairman of the Department of Physical Sciences (ex-officio)
8. The Chairman of the Department of English (ex-officio)
9. The Librarian (ex-officio)
10. The Director of the English Language Institute (ex-officio)
11. The Director of the Social Research Center (ex-officio)
12. The Chairman of the Faculty (ex-officio)
13. The Dean of Students (ex-officio)
14. The Registrar (ex-officio)
15. The Director of the Division of Public Service (ex-officio)
16. The Chairman of the Graduate Management Program (ex-officio)
- 17- Ten faculty members elected at large. The University administration shall inform the faculty of additions and deletions in the ex-officio membership, especially the addition of heads or chairman of new departments or units, whose ex-officio membership shall be automatic.

B. Organization:

1. The Academic Board shall elect annually a secretary from among its members.

2. There shall be a standing Academic Board Nomination Committee elected by the Academic Board. The Chairman of the Academic Board will be the Chairman of the Committee. It shall, on behalf of the Academic Board, draw up lists of nominees from which the Board shall elect persons to serve on the committees reporting to the Academic Board. Additional nominations may be made by the Academic Board.
3. The Academic Board may appoint such ad-hoc sub-committees as it may deem necessary for the examination and conduct of its affairs. Members of the academic staff who are not members of the Board may be invited to serve on such sub-committees.
4. In the absence of the Chairman of any committee reporting to the Academic Board, the Chairman of the Academic Board may convene a meeting of the committees.
5. The Academic Board shall elect annually five of its members to be members of the University Council. They shall serve for one academic year and be eligible for re-election.
6. The Academic Board shall meet within the first month of each academic year and at least monthly thereafter during the course of each semester.

C. Functions:

1. The Academic Board shall receive the recommendations of its standing and ad-hoc committees for consideration and approval on matters related to basic measures of academic policy and program.
2. The Faculty shall be informed of the agenda of any meeting of the Academic Board one week prior to the relevant meeting. For this purpose, policy-relevant items on the agenda will be sufficiently annotated that any individual on the Faculty may express his view or request clarification prior to Board meetings.
3. All members of the Faculty shall receive policy-relevant minutes of the Academic Board. The Faculty itself may submit items for the agenda of the meetings of the Academic Board.
4. The Academic Board may submit for consideration by the University Council any matters pertaining to the academic work of the University, including those issues referred to it by the University Council for action and report. (See Section IV c, Article 2, below).
5. The Academic Board shall report to the University Council on matters such as the following:

- a) Curricula and courses of study.
- b) Requirements and recommendations for the conferring of diplomas or degrees of the University.
- c) Undergraduate and graduate examination procedures.
- d) Admissions and student standing.
- e) Conditions of award of scholarships and other grants to students and awarding thereof.
- f) Regulations determining the academic standards of the University.
- g) Counselling and discipline of students.
- h) Questions relating to students and extra curricular activity in general.
- i) Programs for further study at other universities.
- j) Questions relating to student employment.

SECTION III

Committees Reporting to the Academic Board

A. The Committee of Departmental Chairman:

1. There shall be a Committee of Departmental Chairman which shall consist of the Chairman of the Departments and the Dean of the Faculties (ex-officio) who will be Chairman.
2. The Committee shall meet at least monthly during the course of each semester. It may co-opt additional members as the needs of its business dictate.
3. The Committee shall report to the Academic Board on basic issues of academic policy and program of the separate departments.
4. The Committee may offer advice and recommendations to the Academic Board concerning any basic alterations of the administrative structure or teaching functions of the departments.
5. The Committee may offer advice and recommendations to the Budget Review Committee and to the Appointment, Promotion and Tenure Committee on regulations governing the conferring of academic university titles, the promotion of departmental staff between grades, or within each grade, and the initial salaries and conditions of service for new members of departmental staff.
6. The Committee shall have the responsibility for processing qualified students for graduate study outside the University.

B. The Graduate Committee:

1. There shall be a Graduate Committee which shall consist of a representative from each of the academic departments of the University, the English Language Institute and the Social Research Center. The Committee shall also include the Registrar and the Dean of the Faculties who will be Chairman. The Academic Board shall elect two other members who may, or may not, be members of the Academic Board.
2. The Committee shall meet at least monthly during the course of each semester.
3. The Committee is to report to the Academic Board on any matter concerning the general regulation of graduate studies. The Registrar and the Dean of Faculties shall consult the Committee

upon all matters of general policy relating to graduate admission, standing, counselling and discipline.

4. The Committee shall advise on the policy of the Scholarship and Grant-In-Aid program of the University as it applies to graduate students.
5. The Committee shall advise the Dean of the Faculties on the recommendation of graduate students for further study at other universities.

C. The Undergraduate Committee:

1. There shall be an Undergraduate Committee which shall consist of representatives of the academic departments of the University and the Library, the Director of the English Language Institute, the Registrar, the Dean of Students, and the Dean of the Faculties who will be Chairman. The Academic Board shall elect two other members who may, or may not, be members of the Academic Board.
2. The Committee shall meet within the first month of each academic year and at least monthly thereafter during the course of each semester.
3. The Committee shall report to the Academic Board concerning the general regulation of undergraduate studies. The Dean of the Faculties, the Dean of Students and the Registrar shall consult the Committee upon all matters of general policy relating to undergraduate admission, standing, academic counselling and discipline, and exemption from, or special dispensation within, the undergraduate requirements.
4. The Committee shall recommend the course requirements relating to the granting of first degrees for approval by the Academic Board.
5. The Committee shall advise on the policy of the Scholarship and Grant-In-Aid program of the University as it applies to undergraduate students.
6. The Committee shall elect from within or without its own membership a standing committee on Admissions and Student Standing whose Chairman shall be the Registrar or Admissions Officer. The recommendations of this Committee shall be reported to the Undergraduate Committee for endorsement.

D. The Academic Committee of the Departments:

1. Each Department of the University shall have an Academic Committee composed of full-time teaching and research members of the department holding the rank of instructor or above, and such other categories of full-time faculty as the Committee may admit.
2. The Chairman of the Department shall be Chairman of the Committee. He shall designate a deputy chairman from among the members of the Committee for any meeting he may not be able to attend. The Committee shall elect a secretary from among its members to serve for one academic year, who shall be eligible for re-election.
3. The Committee shall meet within the first week of each semester and at least monthly thereafter during the course of each semester.
4. The Chairman of the Department shall seek the advice of the Committee on matters falling within the Department's academic concerns. The Committee shall elect one or more of its members to represent the Department on any committees on which departmental representation is required, except for those committees where the Department Chairman serves ex-officio, or where representatives are elected by the faculty as a whole. The Committee shall receive reports from departmental representatives on University committees on matters of general academic interest.

E. The Student Affairs Committee:

1. There shall be a Student Affairs Committee which shall consist of six members elected by the Academic Board, who may, or may not, be members of the Board, together with the Vice-President, the Dean of the Faculties and the Dean of Students who shall be Chairman.
2. The Committee shall meet at least monthly during the course of each semester.
3. The Committee shall advise the Dean of Students upon all matters of general policy related to extra-curricular activities and student welfare.
4. The Committee shall report to the Academic Board on policy matters pertaining to personal counselling, discipline and extra-curricular activities.

F. The Library Committee:

1. There shall be a Library Committee which shall consist of the University Librarian, a representative from each department and research unit of the University, and two other members elected by the Academic Board from outside its own membership.
2. The Committee shall meet at least monthly during the course of each semester.
3. The Committee shall, at its first meeting of each academic year, elect its own Chairman from among its academic members. In the absence of the previous year's Chairman, the Chairman of the Academic Board shall convene the first meeting.
4. The Committee shall receive reports from the University Librarian on the general operation of the Library.
5. The Committee shall report to the Academic Board on the utilization of the Library budget for the purchase of books and binding and, particularly, as regards its allocation.
6. The Committee shall consult with the University Librarian on the rules and regulations of the Library.

G. The Administrative Committee of the English Language Institute:

1. There shall be an Administrative Committee of the English Language Institute which shall consist of the Director of the English Language Institute who will be Chairman, the Chairman of the English Department, the Registrar, and a representative of the Center for Arabic Studies. The President or Vice-President of the University and the Dean of the Faculties shall be ex-officio members of the Committee.
2. The Committee shall meet at least monthly during the course of each semester.
3. The Committee shall advise the Director of the English Language Institute on all matters of general policy having to do with the Institute, its program and the application of University regulations to students of the Institute.
4. The Committee shall report to the Undergraduate Committee on matters pertaining to the academic regulations of the English Language Institute. The Director shall be a member of the Undergraduate Committee and of the Admissions and Student Standing Committee.

5. The Committee may make recommendations on matters relating to the following:
 - a) Qualifications of teaching staff and the conferring of academic University titles.
 - b) The promotion of departmental staff between or within each rank.
 - c) The initial salaries and conditions of service for new members of the English Language Institute staff.

The Committee shall put its recommendations through the Dean of the Faculties to the Appointment, Promotion and Tenure Committee.

H. Publications Committee of the University Press:

1. There shall be a Publications Committee of the University Press which shall consist of the President of the University, the Director of the University Press, a representative from each department and research unit of the University, who shall preferably be persons engaged in research and publication, and not more than six additional members from outside the University may be invited by the Academic Board upon the recommendation of the Administrative Committee of the University Press.
2. The Committee shall meet bi-monthly during the course of each semester.
3. The Committee shall, at its first meeting of each academic year, elect its own Chairman from among its academic members. In the absence of the previous year's Chairman, the Chairman of the Academic Board shall convene the first meeting.
4. The Director of the University Press shall act as Executive Secretary to the Committee.
5. The Committee shall receive manuscripts, appoint referees, and decide upon the suitability of manuscripts for publication, according to the procedures for selection and publication laid down in the document entitled The Reorganization of the American University in Cairo Press, dated October 1961.

SECTION IV

Membership, Organization and Functions of the University Council

A. Membership:

1. There shall be a University Council which shall consist of:
 - a) The President of the University, who shall be Chairman (ex-officio).
 - b) The Vice-President of the University, who shall be Vice-Chairman (ex-officio).
 - c) The Dean of the Faculties (ex-officio).
 - d) The Chairman of the Faculty (ex-officio).
 - e) Members of the academic staff who hold the rank of Professor.
 - f) Not more than five representatives elected annually by the Academic Board.
 - g) Not more than ten additional members from outside the University may be invited by the Board of Trustees, upon the recommendation of the President, to serve upon the University Council. Such members shall be eligible for reappointment.

B. Organization:

1. The University Council shall appoint annually a secretary from among those of its members who are full-time staff of the University.
2. The University Council shall hold no fewer than four ordinary meetings in the course of each academic year.
3. There shall be an Executive Committee of the Council, under the Chairman. The Executive Committee shall be responsible for the scheduling of meetings for which sufficient prior notice shall be given, and for the preparation of the agenda, memoranda and reports to be submitted to the next plenary session of the Council. It shall be empowered to act on behalf of the Council in matters of urgency not admitting delay. Such an action shall be reported to the Council at its next plenary session.
4. The University Council may appoint such committees as it deems necessary, consisting in part, or wholly, of its own members.

5. In those instances in which the University Council and/or its Executive Committee becomes involved in administrative or basic policy matters, the concurrence of the President of the University shall be necessary to every act unless, after his non-concurrence, the act or resolution is again passed by a vote of two-thirds of the entire body in the same or the next succeeding meeting thereof; in which case final decision shall be referred to the Board of Trustees by the President. (See Article IV, paragraph 3, of the By-Laws of the Board of Trustees of the American University in Cairo March, 1960).

C. Functions:

1. The University Council may refer to the Academic Board any matters related to academic policy for consideration and report.
2. The University Council shall receive the reports of its own committees and those submitted by the Academic Board and it may return to the Academic Board for further consideration and subsequent report to the Council any item to which it does not agree. The University Council may request the President of the University to refer to the Board of Trustees such matter as it deems necessary.
3. The University Council shall cause to be compiled an annual report comprising a general statement on the financial and academic operations of the University.

SECTION V

Advisory Committees Reporting to the President

A. The Budget Review Committee:

1. There shall be a Budget Review Committee consisting of:
 - a) The President of the University (ex-officio).
 - b) The Dean of the Faculties (ex-officio).
 - c) The Business Manager (ex-officio).
 - d) The Comptroller (ex-officio).
 - e) Seven other persons to be elected annually before the first of January from among members of the Faculty as defined in Section I, Article 4, 1a, above. Candidates shall be recommended by departments and units to the Faculty Nomination Committee, which is urged to observe the following considerations in choosing nominees:
 - i. At least three of the elected members of the Committee should serve on the Budget Review Committee for more than one term.
 - ii. Departments and units should be represented on the Budget Review Committee in regular rotation. See also Section V, Article B, 1.C., below.
2. The term of the Committee shall be from the first of January to the thirty-first of December annually.
3. No elected member shall serve more than two consecutive terms.
4. At the first meeting after the election of its voting members the Committee shall elect its own Chairman, shall review the revised budget for the current year and shall decide whether or not to recommend to the Chairman of the Faculty that a second hearing on the current budget should be held. In the absence of the previous year's Chairman the President of the University shall convene the first meeting, which shall take place in January annually.
5. The Committee shall annually recommend to the Chairman of the Faculty an appropriate time for the obligatory hearing on the University's preliminary budget for the year following. (Section I, Article C 6, above).

6. Subsequent to the Faculty hearing and in its light the Committee shall annually review the University's preliminary budget for the year following.
 7. Before the end of its term the Committee shall annually review the University's revised current budget.
 8. The Committee shall consider anticipated financial implications of academic programs.
 9. The Committee shall advise the President on budgeting matters.
 10. The Committee may appoint such sub-committees as it deems necessary, consisting of its own members either wholly or in part. The Chairman and Ex-officio members may invite non-voting guests to Committee meetings as their presence seems advisable.
- B. The Personnel Policies and Procedures Committee:
1. There shall be a Personnel Policies and Procedures Committee composed of:
 - a) The President of the University (ex-officio).
 - b) The Dean of the Faculties (ex-officio).
 - c) Six other persons to be elected annually from among members of the Faculty as defined in Section I A, 1 a, above. The Faculty Nomination Committee is urged to choose nominees for the Committee so that the major categories of Faculty, e.g. A.R.E., non-A.R.E., junior, senior, etc., are represented.
 - d) Two members of the A.P.T. to be appointed by the President.
 2. The Committee shall, at its first meeting of each academic year, elect its own Chairman from among its members. In the absence of the previous year's Chairman, the President of the University shall convene the first meeting.
 3. The Committee shall advise the President on matters relating to Faculty personnel policies and procedures of the University. Questions relating to proposed changes in Faculty emoluments would fall within the purview of the Committee, but the Committee is not intended to act as a review board for individual cases.
 4. The Committee may appoint such sub-committees as it deems necessary, consisting either in part, or wholly, of its own members.

5. The Minutes of the Committee will be circulated to the Faculty. The Faculty may make representations or suggestions for agenda to the Committee.

C. The Appointment, Promotion and Tenure Committee:

1. There shall be an Appointment, Promotion and Tenure Committee which shall be appointed by the President of the University, and which shall make recommendations relating to the appointment, promotion and tenure of individual Faculty members. The Dean of the Faculties, departmental chairmen, heads of units, the University Librarian and the Chairman of the Faculty are commended to the President as members of the Committee.
2. The Committee shall receive the recommendations of the Committee of Departmental Chairmen and of the heads of units on matters relating to the appointment, promotion and tenure of professional staff, and applications from Faculty for University grants for summer travel and research.
3. The Committee shall make its recommendations on the basis of the criteria governing appointment, promotion and tenure in the academic and library categories of professional staff.
4. The Committee may appoint such sub-committees as it deems necessary, consisting either in part, or wholly, of its own members.

D. The Committee on Public Relations and Services:

1. There shall be a committee on Public Relations and Services which shall be appointed by the President of the University and which shall advise him on matters pertaining to the relations of the University to the general public, to outside bodies and institutions and to the government of the Arab Republic of Egypt.
2. The Vice-President of the University shall normally act as Chairman of the Committee.
3. The Committee³ shall be informed of any public program presented under the auspices of the University.
4. The Committee shall receive and consider applications from outside bodies for the use of University facilities.
5. The Committee may appoint such sub-committees as it deems necessary, either in part, or wholly, of its own members.

E. The Administrative Committee of the Units:

1. The Administrative Committees of the Social Research Center and the Center for Arabic Studies shall consist of the Director, or

Acting Director , of the Unit, who shall be Chairman, together with the President, Vice-President, Dean of the Faculties, and one member elected by the Academic Board from each of the associated departments. Those of the University Library, the University Press and the Division of Public Service shall consist of the Director, or Acting Director, who shall be Chairman, together with the President, Vice-President, Dean of the Faculties and one member elected by the Academic Board from among its own members. Each committee may co-opt additional members as the needs of its business dictate.

2. The Committees shall meet at six-week intervals during the course of each semester.
3. Each Committee shall consult with the Director of the unit concerned in matters of general policy relating to the work of the particular unit.
4. The Committees shall report to the Academic Board on matters having a bearing upon the academic function of the University.
5. The Committees may offer recommendations to the APT Committee on matters of general policy relating to salaries and placement of teaching and research staff of professional rank within the particular unit.
6. In matters relating to financial expenditures and to staff, which are the responsibilities of the Budget Review Committee, they shall report to the latter Committee.

SECTION VI

A. Procedures for Amending the By-Laws of the Faculty, the Academic Board and the University Council:

1. There shall be a standing By-Laws Amendment Committee which shall be composed of the Chairman of the Faculty, the President (ex-officio), and three members elected annually by the Faculty. The Chairman of the Faculty shall serve as Chairman of the Committee.
2. Amendments to the By-Laws may be proposed by any member of the Faculty, or by the Academic Board and the University Council, through the Chairmen of those bodies. All proposed amendments shall be submitted in writing to the Chairman of the Amendment Committee.
3. Upon receipt of proposed amendments the Chairman shall convene the Committee as soon as possible to consider the proposals and make its recommendations. If a proposed amendment does not stipulate a time and procedure for the implementation of its terms, the Committee shall make specific recommendations in respect to these matters for acceptance by the Faculty. The Committee shall then arrange, through the Chairman, to place the proposed amendment(s) on the first open agenda of a Faculty Meeting. The Committee shall also be responsible for distributing to the Faculty copies of the proposed amendment(s) along with its recommendations and other relevant materials.
4. Voting on proposed amendments shall take place in Faculty meetings. Proposed amendments must be passed by an absolute majority of the Faculty. Following approval by the Faculty proposed amendments shall be reported to the University Council for endorsement. If the University Council fails to give its endorsement, the proposal(s) shall again be referred to the Faculty and if passed a second time by a two-thirds majority of the Faculty shall be submitted to the Board of Trustees for approval, alteration, or rejection.
5. In the event the Board of Trustees recommends alterations to the proposed amendment(s), the proposal shall be reconsidered by the Faculty and acted upon in the procedures set-forth in Article 3 and 4 above.

BY-LAWS OF THE AMERICAN UNIVERSITY IN CAIRO

(As amended 17th February, 1975)

ARTICLE I

Declaration of Purpose

The American University in Cairo seeks to be an excellent small experimental university, coming out of the American cultural and educational tradition and living creatively in the Middle Eastern cultural and educational tradition. It stresses the liberal arts in its undergraduate program and chooses certain especially needed and timely areas for development in its graduate program. It works towards the end of producing educated and responsible citizens of the United Arab Republic, the Middle East and the world at large, and encourages by its existence, as well as by its program, both the West (especially America) and the Middle East in the common effort to understand, appreciate and work with each other.

ARTICLE II

The Board of Trustees

1. MEMBERSHIP

(a) The Board of Trustees shall consist of not less than twelve nor more than twenty-seven members, the number to be fixed from time to time by the Board. All vacancies on the Board are to be filled by the Trustees at the annual meeting or at a special meeting called for the purpose. The President of the University shall be ex officio a consultative member of the Board with vote.

(b) At the discretion of the Trustees, the title of Honorary Life Trustee may be conferred upon any retiring Trustee. He shall not be reckoned as an active Trustee. The title is purely honorary. He shall be invited to attend all regular meetings.

(c) No person shall be eligible for trusteeship after his seventieth birthday. Each member of the Board who reaches the age of seventy after January 1, 1955, shall become without necessity for further vote an Honorary Life Trustee.

Best Available Copy

2. ABSENCES

If any Trustee shall fail to attend three consecutive meetings without a written excuse, accepted as satisfactory to the Board not later than at the third consecutive meeting from which he has been absent, he shall be deemed to have resigned, and the vacancy shall be filled.

3. TERM

The term of office of each Trustee shall generally be three years and shall continue until his successor shall be elected and shall qualify. The expiration of the terms of the Trustees shall be staggered so that each year the terms of an equal (or as near equal as possible) number of Trustees shall expire.

4. QUORUM

One third of the Trustees shall constitute a quorum for the transaction of routine business at any meeting of the Board, but to amend the By-Laws, or to change general policies, a majority of the Trustees shall be required to constitute a quorum. In the absence of a quorum the Trustees present at any meeting shall have the power to adjourn the meeting from time to time without notice, other than announcement at the meeting, until a quorum shall be obtained. At such adjourned meeting at which a quorum shall be present any business may be transacted which might have been transacted at the meeting as originally called.

5. OFFICERS

The officers of the Board of Trustees shall consist of a Chairman, one or more Vice Chairmen, a Recording Secretary, and a Treasurer. These officers shall perform such duties as are commonly attached to their respective positions. They shall be elected from among the Trustees at the close of each annual meeting to serve ad interim and until the close of the following annual meeting, or until their successors are elected. The office of Recording Secretary and Treasurer may be held by one and the same Trustee.

6. COMMITTEES

The Chairman of the Board or one of the Vice Chairmen, and three or more other Trustees elected by it shall constitute an Executive Committee to act for the Board ad interim and to dispose of all routine business not assigned to the other committees except changes of policy, removals from office, or granting of degrees. The Board of Trustees may designate such other committees as the Board may from time to time determine. The number of members and the functions, powers and duties of every committee may be fixed from time to time by resolution of the Board.

7. MEETINGS

One or more regular meetings of the Board of Trustees, one of which shall be the annual meeting, shall be held within each fiscal year on dates set by the Board. Special meetings may be called by the Chairman, or, in his absence, by a Vice Chairman, or on the written request of three Trustees. Notice of the time and place of every meeting shall be given to each Trustee not less than five nor more than sixty days before the meeting.

8. DUTIES

The duties of the Board of Trustees shall be those commonly belonging to such bodies. In particular, acting under the laws of the District of Columbia, they shall have control of all funds and properties belonging to The American University in Cairo, or held by them in trust. They shall appoint and fix the salary and allowances of the President of the University, and upon his recommendation, the other administrative officers and educational staff personnel. They shall make all rules governing the administration and policy of the institution. They shall be the ultimate authority in all affairs of the University, but their action in local matters shall ordinarily be through the President. They shall confer certifications of educational or other proficiency.

9. RESIGNATIONS AND REMOVALS

Any Trustee or officer of the Board may resign at any time by giving written notice thereof to the Board of Trustees. The acceptance of any such resignation shall not be necessary to make it effective. The Trustees, at any meeting called for the purpose, may, by the affirmative vote of a majority of the whole Board of Trustees, remove from office any Trustee or officer of the Board with or without cause and elect his successor.

10. EXECUTION OF DOCUMENTS

The signature of the Chairman or, in his absence, of a Vice Chairman shall be requisite for the execution of any legal document relating to the University, except that legal documents to be executed in the United Arab Republic may be signed by the President of the University.

11. CONDUCT OF BUSINESS

Decisions of the Board of Trustees will be normally taken on the basis of a majority of the members present and voting. However, to change general policy an affirmative vote on the part of two-thirds of the members present and voting will be required.

12. ACTION BY CIRCULAR

Where an emergency situation exists and it is not deemed advisable or practical to call a special meeting of the Trustees, one or more resolutions may be submitted, with the approval of the Chairman or Vice Chairman, to the Trustees by letter or telegram for vote upon the same, and upon receipt of approving votes from two-thirds of the Trustees the action shall be regarded as approved by the Board of Trustees. All such resolutions submitted by circular shall be reported to the next meeting of the Board of Trustees and entered upon the minutes with a record of the votes upon the same.

13. NOTICES

Notice required to be given to any Trustee may be given by mail, telegraph or otherwise to the last known address as the same appears in the books of the University, or may be given orally. Any Trustee may waive any notice required to be given him, whether before or after any event to which said notice or the waiver thereof may relate. Presence of a Trustee at any meeting of the Board shall constitute a waiver of such notice as may be required.

14. OFFICE

The office of the Board of Trustees shall be in the City of New York.

ARTICLE III

Property of the University

1. TITLE

The title of all property belonging to the University, including monies, securities, real estate, and equipment, shall rest in the Trustees of The American University in Cairo, being held in trust by or for them for the purposes herein set forth.

2. DISPOSITION OF FUNDS

Unless otherwise limited by the donor at the time of the gift, all donations received by the Trustees for the use of the University as well as all receipts from rent, tuition, and other fees, shall be invested by or used at the direction of the Trustees in connection with the work of the University.

3. USE OF FUNDS IN CASE OF SUSPENSION

In case political or other conditions prevent or make it unwise for the Trustees to continue the support of the University's activities in Cairo, the Trustees shall constitute all funds held by or received by them, and all properties and holdings in Cairo or elsewhere, unless otherwise expressly stated by the donors, as a "special fund" of which both the corpus and the income shall be at the disposal of the Trustees.

ARTICLE IV

The President of the University

The President of the University shall be responsible to the Board of Trustees for the administration and operation of the University, including staffing, programming, buildings, budgeting, tuition and fees, expending and accounting for all of its funds, acquisition and disposal of equipment and materials, promoting good relationships in the Cairo setting and providing the educational leadership for the University.

Among the other committees, councils and various faculty bodies for which the President is directly or indirectly responsible shall be the prime legislative or clearance body of the University (e.g. the University Council) of which the President shall serve as Chairman. In those instances in which this prime body becomes involved in administrative matters the concurrence of the President shall be necessary to every act of the body unless, after his non-concurrence, the act or resolution is again passed by a vote of two thirds of the entire body in the same or the next succeeding meeting thereof, in which case the final decision shall be referred to the Board of Trustees.

The President is granted by the Board of Trustees the authority necessary to the discharge of his responsibilities.

ARTICLE V

Other Officers of Administration

1. VICE-PRESIDENT OR OTHER SECOND OFFICER OF THE UNIVERSITY

The Trustees shall, on the recommendation of the President, appoint a Vice-President, Dean, Provost, or other second officer

of the University to be responsible to the President for such aspects of the administration of the University as may be delegated to him by the President. In case of the disability of the President, pending action by the Trustees, such person shall perform the duties and exercise the authority of the President, but shall cease to act in this capacity upon the return of the President to office or upon election by the Trustees of a new President.

2. BUSINESS MANAGER

The Trustees shall appoint on the recommendation of the President a Business Manager. Subject to the direction of the President he shall be in charge of the financial accounting, business management and the buildings and grounds of the University and such related matters as the President may direct.

3. OTHER OFFICERS

The other administrative offices of the University shall be determined from time to time by the Board of Trustees, and, upon recommendation of the President, officers for the same shall be appointed by the Board, responsible to the President, to perform such functions as may be prescribed.

ARTICLE VI

Fiscal Year, Bank Deposits, etc.

1. FISCAL YEAR

The fiscal year of the University shall commence on the first day of September of each year.

2. BANK DEPOSITS, ETC.

The funds of the University shall be deposited in such banks or trust companies as the Board of Trustees may from time to time designate. All checks, drafts, notes or other obligations for the payment of money shall be signed by such persons as the Board of Trustees may from time to time direct or authorize.

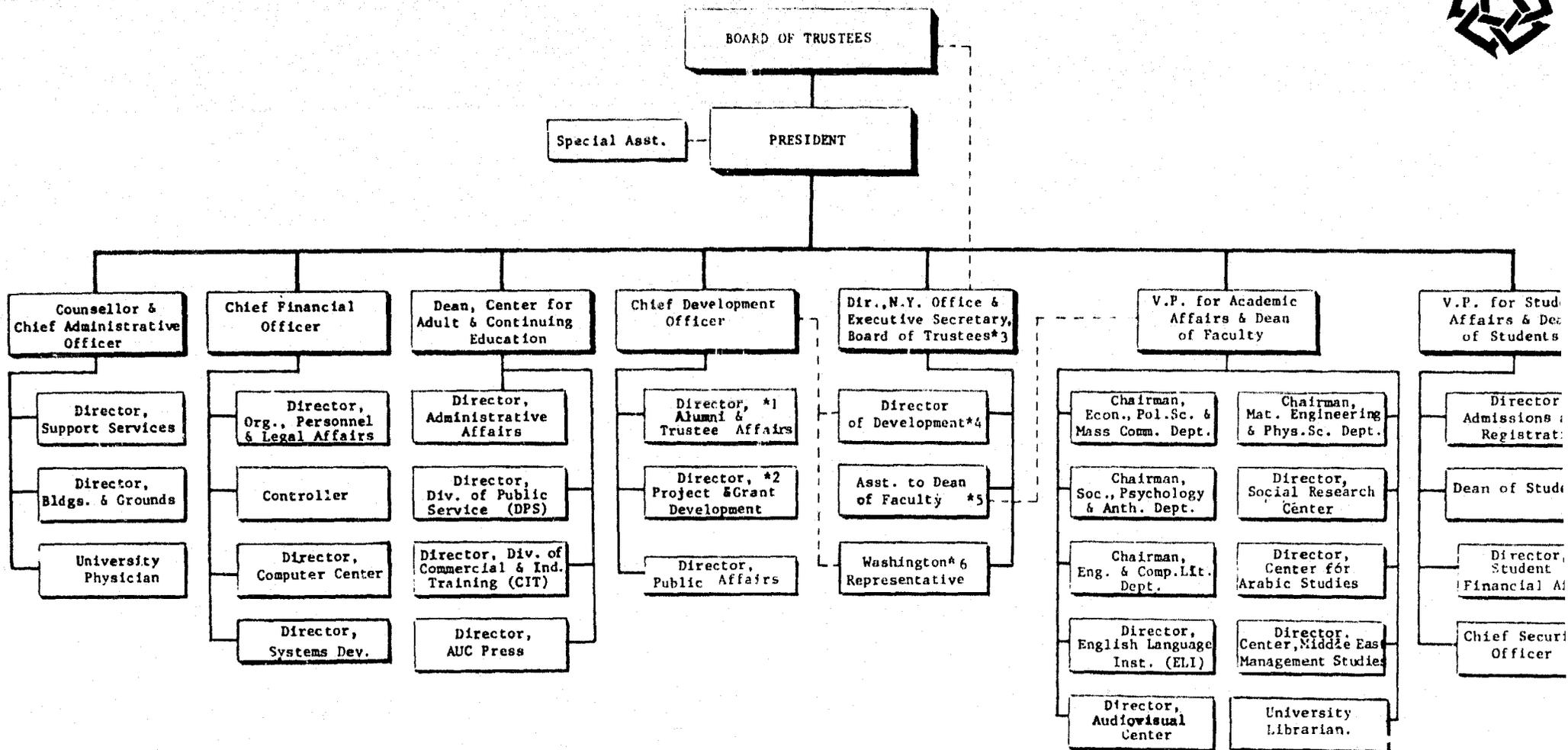
ARTICLE VII

Amendments

These Articles may be amended, altered or repealed and new By-Laws adopted at any annual meeting, or at any meeting called for the consideration of any proposed amendment, by an affirmative vote of a majority of all the members of the Board of Trustees.

THE AMERICAN UNIVERSITY IN CAIRO

ORGANIZATION CHART
Sept. 1981



*1 - Works with the President on Trustee Affairs.

*2 - Works with the President on government relations.

*3 - Serves as Executive Secretary of the Board to meet the needs of the Chairman, the Board, and Board Committees.

*4 - Works with Chief Development Officer on development questions.

*5 - Works with the Dean of Faculty on faculty recruitment and academic matters.

*6 - Works with the Chief Development Officer on university relations and student recruitment.

ORGANIZATION, PERSONNEL
AND LEGAL AFFAIRS

September 1981

THE AMERICAN UNIVERSITY IN CAIRO

List of Professional StaffBy Department and/or Unit1981-1982ARABIC STUDIES DEPARTMENT

1.	Dr. Elsaïd Badawi	Professor
2.	Dr. Marsden Jones	Professor and Chairman
3.	Dr. Hamdi Sakkut	Professor
4.	Dr. George T. Scanlon	Professor
5.	Dr. John A. Williams	Professor
6.	Dr. Sami Badrawi	Associate Professor
7.	Dr. Ahmed Ghoneim	Associate Professor
8.	Dr. Arnold H. Green	Associate Professor and Chairman of the Faculty
9.	Dr. John Halstead	Associate Professor
10.	Dr. Bernard Weiss*	Associate Professor
11.	Dr. Paul Russell	Assistant Professor
12.	Mr. Lorne M. Kenny	Visiting Lecturer
13.	Mr. Bernard O'Kane	Visiting Instructor
14.	Dr. John T. Swanson	Director of Language Unit
15.	Dr. Sabry Abdel Dayem	Senior Arabic Language Teacher
16.	Mrs. Mona Kamel Abdel Salam	Senior Arabic Language Teacher
17.	Mrs. Samira Abou Ghazala	Senior Arabic Language Teacher
18.	Mr. Amin Bonnah	Senior Arabic Language Teacher
19.	Dr. Ragia Effat	Senior Arabic Language Teacher
20.	Dr. Mohamed Sobhi Eissa	Senior Arabic Language Teacher
21.	Dr. Ahmed Taher Hassanein	Senior Arabic Language Teacher
22.	Mr. Ahmed H. Hoksha	Senior Arabic Language Teacher
23.	Mrs. Suzanne Massoud	Senior Arabic Language Teacher
24.	Mr. Waheed Samy	Senior Arabic Language Teacher
25.	Miss. Laila al-Sawi	Senior Arabic Language Teacher
26.	Mrs. Zeinab Taha	Senior Arabic Language Teacher
27.	Mrs. Nariman N. Al-Warraki	Senior Arabic Language Teacher
28.	Dr. Dustin Cowell	Executive Director of CASA

* On Leave

ECONOMICS-POLITICAL SCIENCE-MASS COMMUNICATION DEPARTMENT

1.	Dr. Galal Amin	Professor
2.	Dr. Nadia Makary Girgis	Visiting Professor
3.	Dr. Enid Hill	Professor
4.	Dr. Walid Kazziha	Professor
5.	Mr. Martin S. Ochs	Consultant
6.	Dr. Ahmad al-Sawi **	Professor
7.	Dr. Elias H. Tuma	Visiting Professor
8.	Dr. Adel Beshai	Associate Professor
9.	Dr. Heba Handoussa	Visiting Associate Professor and Chairman
10.	Dr. Mihssen (Mike) Kadhim	Associate Professor
11.	Dr. John R. Stewart	Associate Professor
12.	Dr. Earl (Tim) Sullivan	Associate Professor
13.	Dr. W. Richard Whitaker	Visiting Associate Professor
14.	Dr. Hamied N. Ansari	Visiting Assistant Professor
15.	Dr. Robert R. Bianchi	Visiting Assistant Professor
16.	Dr. Gail M. Gerhart	Visiting Assistant Professor
17.	Dr. Roy J. Grohs	Visiting Assistant Professor
18.	Dr. Michael Harvey-Phillips	Assistant Professor
19.	Mrs. Josephine Wahba **	Lecturer
20.	Mrs. Mona Wasfy	Visiting Instructor
21.	Dr. William M. Mikhail **	Associate Professor

ENGLISH AND COMPARATIVE LITERATURE DEPARTMENT

1.	Dr. Wadad Said	Professor
2.	Dr. Doris E. C. Shoukry	Professor and Chairman
3.	Dr. David Woodman	Professor
4.	Dr. Martin C. Dolan	Assistant Professor
5.	Dr. Ferial Ghazoul	Assistant Professor
6.	Dr. Barbara Harlow	Assistant Professor
7.	Dr. Jonathan M. Haynes	Visiting Assistant Professor
8.	Dr. Steffen W. Stelzer	Assistant Professor
9.	Mrs. Enaya Taher	Instructor
10.	Miss Cassandra C. Vivian	Instructor
11.	Mrs. Doreen Anwar	English Language Teacher
12.	Mr. Khalid Blankinship	English Language Teacher
13.	Mrs. Audrey E. H. Kennedy	English Language Teacher
14.	Mr. Jeffrey Kravis	English Language Teacher
15.	Mrs. Amina El Lozy	English Language Teacher
16.	Mrs. Elsa J. Millward	English Language Teacher
17.	Miss Nihal Riad	English Language Teacher
18.	Dr. Jocelyn Basset Sleem	English Language Teacher
19.	Mr. John K. Tyler	English Language Teacher
20.	Mrs. Nancy M. Witherspoon	English Language Teacher

** On Leave 1st Semester

CENTER FOR MIDDLE EAST MANAGEMENT STUDIES

- | | |
|-------------------------------|------------------------------|
| 1. Dr. Robert G. Barnes | Professor |
| 2. Dr. Shawki Farag | Visiting Professor |
| 3. Dr. Farouk El-Hitami *** | Professor |
| 4. Dr. Esmat El-Maayergy | Professor |
| 5. Dr. Mohamed Salah El-Sayed | Professor and Director |
| 6. Dr. E.H. Valsan | Professor |
| 7. Dr. Saleh Farid M. Farid | Visiting Associate Professor |
| 8. Dr. Amr K. Mortagy | Visiting Associate Professor |
| 9. Dr. M. Sabry El-Shabrawy | Associate Professor |
| 10. Dr. Samir Mohamed Youssef | Visiting Associate Professor |
| 11. Dr. Hatem El-Karanshawy | Visiting Assistant Professor |

MATERIALS ENGINEERING AND PHYSICAL SCIENCES DEPARTMENT

- | | |
|-----------------------------------|------------------------------|
| 1. Dr. Amr Abdel Hamid | Visiting Professor |
| 2. Dr. Salah Arafa | Professor |
| 3. Dr. Wadie Nessim Asaad | Visiting Professor |
| 4. Dr. Adli Bishay | Professor |
| 5. Dr. Ramzi Habib Dawood | Visiting Professor |
| 6. Dr. Mahmoud Farag | Professor |
| 7. Dr. Gabriel Habashy | Professor and Chairman |
| 8. Dr. Fawzy Hammad | Visiting Professor |
| 9. Dr. Farkhonda Hassan | Professor |
| 10. Dr. Mohamed H. Omar * | Professor |
| 11. Dr. Fadel Assabghy | Associate Professor |
| 12. Dr. Oskar Feichtinger | Visiting Associate Professor |
| 13. Dr. Daisy Fleita | Associate Professor |
| 14. Dr. Oscar T. Jones | Associate Professor |
| 15. Dr. Anwar Kinawi** | Associate Professor |
| 16. Dr. Pakinam Askalani Kinawi** | Associate Professor |
| 17. Dr. Sheila El-Mawaziny*** | Associate Professor |
| 18. Dr. Mahmoud Rachowan | Visiting Assistant Professor |
| 19. Dr. Jehane Ragai | Assistant Professor |
| 20. Mrs. Isaad M. El-Darwish | Instructor |

SOCIOLOGY-ANTHROPOLOGY-PSYCHOLOGY DEPARTMENT

- | | |
|-------------------------------|----------------------------------|
| 1. Dr. D.M. (Georgie) Hyde | Professor Emeritus |
| 2. Dr. Harrington Gosling | Professor |
| 3. Dr. Saad Eddin Ibranim | Professor |
| 4. Dr. Archibald Mafeje | Professor |
| 5. Dr. William McBain | Professor |
| 6. Dr. Cynthia Nelson | Professor |
| 7. Dr. Soraya Altorki | Associate Professor |
| 8. Dr. Nicholas V. Ciaccio | Associate Professor and Chairman |
| 9. Dr. Donald P. Cole | Associate Professor |
| 10. Dr. Ali M. Hassan | Visiting Associate Professor |
| 11. Dr. Mark Kennedy | Associate Professor |
| 12. Dr. Nels Johnson | Assistant Professor |
| 13. Dr. Nahid Osseiran Waines | Assistant Professor |

* On Leave
 ** On Leave 1st Semester
 *** On Leave 2nd Semester

208

ENGLISH LANGUAGE INSTITUTE

1. Dr. Salah El-Araby **	Professor and Director of Audio- Visual Resources
2. Dr. Yehia El-Ezabi	Professor and Director
3. Dr. Grant Henning	Visiting Associate Professor
4. Dr. Geoffrey Coulter	Assistant Professor
5. Dr. Andreas N. Papapavlou	Assistant Professor
6. Miss Leyla Alaka	English Language Teacher (Project Aptmt)
7. Mrs. Mary Badawi	English Language Teacher
8. Mrs. Carol Clark	English Language Teacher (Project Aptmt)
9. Miss Lucia C. Coulter	English Language Teacher (Project Aptmt)
10. Mr. Victor De Cozar	English Language Teacher (Project Aptmt)
11. Mrs. Christine A. Elmore	English Language Teacher (Project Aptmt)
12. Mrs. Latifa Fahmy	English Language Teacher (Project Aptmt)
13. Mrs. Penelope Farag	English Language Teacher (Project Aptmt)
14. Mrs. Anne Farid	English Language Teacher
15. Mr. Thomas Farkas	English Language Teacher
16. Mrs. Mary Ghali	English Language Teacher
17. Mrs. Mohga Hafez	English Language Teacher
18. Mrs. Ferial Hassan	English Language Teacher (Project Aptmt)
19. Mrs. Avys Ibrahim	English Language Teacher
20. Mrs. Hoda Iskander	English Language Teacher
21. Mrs. Mona Iskander	English Language Teacher
22. Mr. Gary Kabbash	English Language Teacher (Project Aptmt)
23. Mrs. Bertha A. Khalil	English Language Teacher (Project Aptmt)
24. Mr. William Lucas	English Language Teacher (Project Aptmt)
25. Mrs. Nabila Makhlof	English Language Teacher (Project Aptmt)
26. Mr. Robert Monro	English Language Teacher (Project Aptmt)
27. Mrs. Jan Demming Montassir	English Language Teacher
28. Mrs. Laila Moussa	English Language Teacher
29. Miss Liza Nessim	English Language Teacher (Project Aptmt)
30. Miss Pamela Pattie	English Language Teacher (Project Aptmt)
31. Mrs. Nancy Salama	English Language Teacher (Project Aptmt)
32. Mrs. Mary Kickham-Samy	English Language Teacher (Project Aptmt)
33. Mrs. Marian Sarofim	English Language Teacher
34. Mrs. Aliah Schleifer	English Language Teacher
35. Mr. Andrew Sim	English Language Teacher (Project Aptmt)
36. Mrs. J. Sirena Tabet	English Language Teacher (Project Aptmt)
37. Miss Barbara Tondre	English Language Teacher (Project Aptmt)
38. Mr. Jefferson P. Van der Wolk	English Language Teacher (Project Aptmt)
39. Mrs. Neva Vogelaar	English Language Teacher
40. Mr. Peter Wiese	English Language Teacher (Project Aptmt)

** On Leave 1st Semester

SOCIAL RESEARCH CENTER

	Dr. Hussein Fahim #	Research Professor, Adjunct
	Dr. Laila El-Hamamsy #	Research Professor, Adjunct
1.	Dr. Saad Gadalla	Research Professor and Director
2.	Dr. Nicholas S. Hopkins	Professor and Coordinator of Research Programs
3.	Dr. Helmi Ragheb Tadros	Research Professor
4.	Dr. William Huntington	Visiting Senior Research Professor and Head of Rural Development Unit
5.	Dr. Richard A. Lobban	Visiting Senior Research Professor and Head of Urban Development Unit (effective 2nd Semester)
6.	Dr. Ibrahim Moharram	Visiting Senior Research Professor
7.	Dr. Asaad Nadim	Research Associate
8.	Dr. Nazek Khalil Nosseir ***	Research Associate
9.	Mrs. Soha Abdel Kader	Senior Research Assistant
10.	Mr. Mohamed Feteeha	Senior Research Assistant
11.	Mrs. Samiha El-Katsha	Senior Research Assistant
12.	Mrs. Aziza Rashad Lotayef	Senior Research Assistant
13.	Mrs. Soheir Mehanna	Senior Research Assistant
14.	Mr. Atef Hanna Nada	Senior Research Assistant
15.	Mrs. Sa'naz Raafat	Senior Research Assistant
16.	Mrs. Saneya Saleh	Senior Research Assistant
17.	Dr. Samira Abd El-Hamid Shehata	Senior Research Assistant
18.	Mrs. Bahia El-Tayeb	Senior Research Assistant

LIBRARY

1.	Mr. Jesse E. Duggan	University Librarian
2.	Mrs. Nefissa Gohar Abdel Rahman	Deputy Librarian
3.	Mrs. Chafika El-Hamamsy	Senior Librarian
4.	Mr. Karim Sadek Helmy	Senior Librarian
5.	Miss Nadia Z. Kolta *	Senior Librarian
6.	Mrs. Farida Marei	Senior Librarian
7.	Mrs. Laurence Moftah	Senior Librarian
8.	Mrs. Aida Ibrahim Nosseir	Senior Librarian
9.	Mrs. Gloria S. Ohan Karnouk	Senior Librarian
10.	Mrs. Hoda El-Ridi	Senior Librarian
11.	Mrs. Shahira El-Sawi	Senior Librarian
12.	Mrs. Nadia Sidawy	Senior Librarian
13.	Miss Jayme Ruth Spencer	Senior Librarian
14.	Mrs. Lesley Tweddle	Senior Librarian
15.	Mrs. Laurence Zaky	Senior Librarian

* On Leave

*** On Leave 2nd Semester

Honorary

COMPUTER CENTER

Mrs. Mona Kaddah

Instructor

CENTER FOR ADULT AND CONTINUING EDUCATION

1. Dr. Ralph Nelson
2. Mr. Mohamed El Rashidi

Dean
Director, Administrative Affairs

DIVISION OF PUBLIC SERVICE

1. Dr. Ralph Nelson
2. Dr. Kamar Abdou
3. Mrs. Nabila Nouhi
4. Dr. Mohamed I. Younis
5. Dr. Judith Cochran
6. Mr. Thomas Cassidy
7. Mrs. Inas Lotfi
8. Mrs. Sawsan Milad
9. Mrs. Magda Laurence
10. Mrs. Mary El Dafashy

Director
Director, Arabic Language Program
Director, Business Education Program
Director, Computer Science Program
Director, English Language Program
Associate Director, Eng. Lang. Program
Assistant Director, Eng. Lang. Program
Teaching Coordinator, Eng. Lang. Program
Teaching Coordinator, Eng. Lang. Program
Teaching Coordinator, Eng. Lang. Program

DIVISION OF COMMERCIAL AND INDUSTRIAL TRAINING

1. Mr. Laszlo Szimonisz
2. Dr. Michael Liggett

Director
Supervisor, CIT English Language Program

PRESS

Dr. John Rodenbeck

Director

GENERAL ADMINISTRATIVE OFFICERS

- | | | |
|-----|--------------------------------|--|
| 1. | Dr. Mohamed Abdel Khalik Allam | Vice President for Student Affairs
and Dean of Students |
| 2. | Dr. Frank W. Blanning# | University Dean, Adjunct |
| 3. | Mr. Yehia Fahmy | University Engineer |
| 4. | Dr. Hussein Fawzy | Counsellor and Chief Administrative
Officer |
| 5. | Dr. I. Moyer Hunsberger | Vice President for Academic Affairs
and Dean of the Faculty |
| 6. | Mr. Hamed El-Husseiny | Controller (effective January 1982) |
| 7. | Mrs. Mary Iskander | Director of Alumni and Trustee Affairs |
| 8. | Mr. Ahmed El-Lozy | Director of Support Services |
| 9. | Dr. Ralph Nelson | Dean of Adult and Continuing Education
and Director of D.P.S. |
| 10. | Dr. Richard F. Pedersen | President |
| 11. | Dr. John Rodenbeck | Director of Press |
| 12. | Mr. Ismail Safwat | Registrar |
| 13. | Mr. Kenneth Saunier | Chief Development Officer |
| 14. | Mr. Carl Schieren | Director of Project and Grant Development |
| 15. | Mr. Abdel Latif Seoudi | Director of Organization, Personnel
and Legal Affairs |
| 16. | Dr. Susan El-Shamy | Associate Dean of Students |
| 17. | Dr. Nabil Sheta | University Physician |
| 18. | Mr. Andrew Snaith | Chief Financial Officer |
| 19. | Mr. Laszlo Szimonisz | Director of C.I.T. |

Honorary

1980-81 ANNUAL INSTITUTIONAL DATA SUMMARY

DUE DATE: DECEMBER 1, 1980

The American University in Cairo

INSTITUTION'S NAME

113 Sharia Kasr El Aini

ADDRESS

Cairo

CITY

Egypt

STATE

ZIP CODE

Richard F. Pedersen

NAME OF CHIEF EXECUTIVE OFFICER

Thomas A. Lamont

NAME OF SECOND CHIEF ADMINISTRATIVE OFFICER

Charles Hedlund

NAME OF BOARD CHAIRMAN

COMMISSION ON HIGHER EDUCATION

Middle States Association of Colleges and Schools

3624 MARKET ST., PHILADELPHIA, PA 19104

(212) 421-6320 (New York Office)

General Telephone No.

()

Telephone No.

YEAR OF ACCREDITATION

Initial _____ Reaffirmation _____

CANDIDATE FOR ACCREDITATION
(if applicable)Month December Year 1980

SEE INSTRUCTIONS/ILLUSTRATIONS FOR SECTIONS I, II, VIII, IX, & X

I. GENERAL INFORMATION and INSTITUTIONAL DESCRIPTION (see Illustration).

Private university of liberal arts, science, engineering and management; offering Baccalaureate and Master's degrees, and certificate and diploma programs. Degrees awarded in 1980: BA 136, BS 38, MA 72, MS 3.

Professional or Specialized Accreditation (cite program or school, degree level - see Illustration).

None

II. ENROLLMENT (see Instructions).

FALL 1980	Full-time	<u>532</u> M;	<u>1126</u> W;	Total	<u>1658</u>
	Part-time	<u>181</u> M;	<u>173</u> W;	Total	<u>354</u>
	Full-time Equivalent Enrollment	<u>1897</u>			

III. FACULTY

(including research)

Full Professors	<u>50</u>	Instructors	<u>104</u>
Associate "	<u>43</u>	Adjunct Professors	<u>--</u>
Assistant "	<u>57</u>	Other:	<u>--</u>
		(e.g., unranked)	<u>--</u>
Number full-time	<u>170</u>	Part-time	<u>84</u>

IV. STUDENTS

Admission Requirements: ACT N/A SAT 800 Other (please specify) 70% on the EgyptianReceiving financial aid: 21%

General Secondary Examination or equivalent for other certificates.

Geographic

Distribution: Egyptian 81% American 6% Other Foreign 13%

PROGRAMS/COURSES-LOCATION	(Check one)		AFFILIATION WITH FOREIGN INSTITUTIONS	NUMBER of STUDENT
	Year	Semester		
1. Undergraduate Year Abroad	Year		None	61
2. Graduate Study (excluding TEFL Fellows)	Year		None	33
3. Intensive Arabic Language Study	Year		None	14
4. Graduate Teaching/Study in Teaching English as a Foreign Language	Year		None	7

Are responsibilities for any of these Centers and/or Programs/Courses shared with other U.S. institutions?

Center(s): Institution(s) sharing responsibility Consortium of American universities listed on enclosed announcement shares responsibility for the Center for Arabic Study Abroad, whose stateside administration is located at the University of Michigan

Programs/Courses: Institution(s) sharing responsibility A faculty member appointed by the American University in Cairo from nominees proposed by the University of California from among tenured California faculty serves as advisor to AUC students (currently 16)

Name, title and address of home campus-based official responsible for all overseas centers, programs/courses:

Center: Dr. Ernest McCarus, Center for Arabic Study Abroad
182 Frieze Building, University of Michigan
Ann Arbor, Michigan 48104

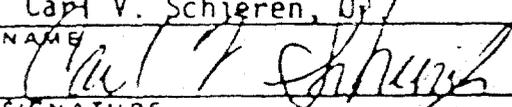
Programs: U.S. Contact - Ms. Priscilla Blakemore, The American University in Cairo
866 United Nations Plaza, New York, N.Y. 10017

Name, title and address of official responsible for on-site direction of overseas centers, programs/courses:

Center: Dr. Dustin Cowell, Executive Director, Center for Arabic Study Abroad
The American University in Cairo, 113 Sharia Kasr El-Aini, Cairo, Egypt

Programs: 1,2. Undergraduate Year Abroad, Graduate Study
Mr. Ismail Safwat, Director of Admissions and Registration
The American University in Cairo.
3. Intensive Arabic Language Study,
Director, Arabic Language Unit, Center of Arabic Studies
The American University in Cairo
4. Graduate Teaching/Study in TEFL
Director, English Language Institute
The American University in Cairo

Form prepared by:

Capl V. Schieren, Dr /
NAME

SIGNATURE

Date: January 1981
MONTH YEAR

Director of Project and Grant Development
TITLE

1980-81 ANNUAL INSTITUTIONAL DATA SUMMARY

LIBRARY

Number of: Volumes 175,000 Subscriptions 1,200 Audio/Visual Materials 2,000 reels
 Computer Terminals none Special Collections 5,000 microfilm (est)

Annual Library Budget (excluding salaries) \$ 279,143 Percentage of Institutional Operating Budget: 2.4 %

FINANCES Total Institutional Operating Budget \$ 11,501.002

INCOME: Tuition 28.3 % Endowment 2.2 % Gifts 4.9 % Public Appropriation 40.9 % Other 24.4 %

PHYSICAL PLANT Book Value \$ 5,506.269

Recent or planned improvements or additions:

New Library scheduled to open September 1981
 Remodeled former library scheduled to open September 1982 for multipurpose use.

OFF-CAMPUS ACTIVITIES/SPECIAL EDUCATIONAL PROGRAMS/CONTRACTUAL RELATIONS
 (Type and location - see Instructions/Illustrations - attach separate sheet if necessary)

- A. Non-credit instruction in English language, secretarial studies, computer studies, etc. averaging 3hpw/semester offered to 8,992 students,
- B. Intensive non-credit Arabic and English language training programs offered to 493 students in fall 1981.
- C. Executive management and other management training offered to 473 students in fall 1981.

SIGNIFICANT CHANGES DURING THE PAST YEAR (see Instructions/Illustrations)

First undergraduate program in business administration began in September 1980.

SIGNIFICANT CHANGES PLANNED DURING CURRENT OR NEXT YEAR (see Instructions/Illustrations)

Phasing out undergraduate degree in Materials Engineering
 Inaugurating new undergraduate degree program in engineering.

Richard F. Pedersen
 (EN)

Richard F. Pedersen

SIGNED: Chief Executive Officer

President

TITLE

Best Available Copy

1980-81 ANNUAL INSTITUTIONAL DATA SUMMARY
STUDY ABROAD PROGRAMS

For Commission On Higher Education records regarding OVERSEAS STUDY CENTERS and/or PROGRAMS/COURSES, please complete this form noting all educational activities your institution offers abroad, either separately or in cooperation with other institutions, U.S. as well as foreign. Submit this Section only if your institution participates in study abroad activities.

The American University in Cairo

INSTITUTION'S NAME

Cairo

Egypt

CITY

STATE

ZIP CODE

CENTERS are defined as fully established centers with overseas offices and/or other facilities (a building, office, classroom - leased or owned) having a Director and Staff.

PROGRAMS/COURSES are defined as an overseas portion of your institution's curriculum, with director in residence and probably some staff.

Number: Centers 1 Programs/Courses 4

Under your institution's aegis only X

Joint sponsorship with other institutions X

(Check both, if appropriate)

Students participate in programs conducted by other institutions None

Total number of students studying abroad this year 134 (Total Number of American Students at the University)

Please identify below or attach separate listing:

<u>CENTERS -- LOCATION</u>	<u>AFFILIATION with OVERSEAS INSTITUTIONS</u>	<u>NUMBER of STUDENTS</u>
Center for Arabic Study Abroad	Consortium of 18 American Universities with secretariat at University of Michigan	18 full year (12mo) 25 Summer

WORKING PAPERS AVAILABLE IN CAIROA. INTRODUCTION/BACKGROUND

1. Board of Trustees Resolution
2. Long Range Planning Committee
3. Meeting with Board of Trustees
4. Planning Sub-Committees
5. Accreditation Process
6. Long Range Planning/1980-81
7. Long Range Planning - Questions
8. Dwinell Report
9. Pedersen Paper
10. AUB Operations - June 4, 1980

B. GOALS AND OBJECTIVES

1. Liberal Arts Report
2. Goals and Objectives
3. Goals and Objectives, 1960's

C. FINANCIAL PARAMETERS

1. Aid Funding
2. Projections
3. Faculty Salaries
4. Board of Trustees Conclusions on Salary
5. Unrestricted Budget 78/79 - 79/80 - 85/86
6. Unrestricted Budget 1968/69 - 1979/80
7. Economics Unit Memo and Report
8. Ten year budgetary projections in \$/LE
9. 1981-82 Budget
10. PPP Study

D. ACADEMIC STUDY

1. Overall Undergraduate and Graduate Teaching Positions
2. Distribution of Faculty and Student Time by Class Size
3. General Reports with 1980-81 Comparison
4. Faculty-Student Ratio Study
5. A Smaller AUC?
6. Engineering Program
7. Graduate Committee Report
8. Undergraduate Committee Report
9. Dept. of Materials Engineering and Physical Sciences Report
10. Dept. of Sociology/Anthropology/Psychology Report
11. Dept. of Economics/Political Science/Mass Communication Report
12. Dept. of English and Comparative Literature Report
13. Dept. of Arabic Studies Report

14. The University Library Report
15. Dept. of Management and Business Administration Programs Report
16. Report on Philosophy Studies
17. Faculty Study
18. Appointment/Promotion/Tenure Committee Report
19. Department Chairmen Committee Report
20. Faculty Questionnaire

E. ADMISSIONS STUDY

1. Enrollment by Nationality 1970-1980
2. Admission and Enrollment Study
3. Admission Committee Report
4. New Unit (Student Advising)

F. STUDENT STUDY

1. Financial Aid (General)
2. Scholarships and Assistance Student Financial Aid
3. Scholarship and Financial Aid Awards 1979/80
4. Student Survey
5. Non-Degree Students Questionnaire
6. Student High Board
7. Student Affairs Office
8. Questionnaire for African Students
9. Student Affairs Committee
10. African Student Meeting
11. Housing/Hostels
12. Orientation of New Students

G. TUITION

1. Memo to the Board on Tuition
2. Projection Study on Tuition

H. SPECIAL EDUCATION PROGRAMS

1. English Language Institute Report
2. Commercial and Industrial Training Report
3. Management Development Report
4. Center for Arabic Studies Report
5. Press Administrative Committee Report
6. Summer School (memo and survey)

I. DIVISION OF PUBLIC SERVICE
(Adult and Continuing Education)

J. SOCIAL RESEARCH CENTER/RESEARCH

1. Funding for Research - Linkage Program
2. Social Research Center

K. ACADEMIC SERVICES

1. University Calendar 1980-81
2. University Calendar 1981-82
3. A.V. Center
4. Computer Center

- 3 -

L. AUXILIARY ENTERPRISES (INSTITUTIONAL SERVICES)

1. Food Services
2. Student Hostel
3. Book Store
4. Printshop - Copy Center
5. Health Services

M. FACILITIES STUDY

1. Faculty Housing
2. List of AUC Housing Units
3. Sub-Committee on Size
4. Hill House Study
5. Facilities Planning

N. ADMINISTRATIVE SUPPORT

1. Building and Grounds
2. Travel
3. Purchasing
4. Accounting
5. Vehicles
6. New York Office
7. Personnel - Comparative Study
8. Staff Committee Study
9. List of Staff Employees and Custodians

O. DEVELOPMENT STRATEGY

1. Capital Improvements
 2. Projects/Programs/Grants
 3. General Funds
 4. Endowment - UEEF
 5. Fund Raising Implications of Long Range Planning
 6. Challenge Grant in Egyptology and Arabic Studies
 7. Ewart Hall Campaign
 8. AUC Case - Brakeley Visit - Market Research
 9. \$25 Million Campaign
- 219