Chapter 5
Centralizing Integrated Long Range Planning and Budgeting

Taylor Valore
American University in Cairo (AUC), Egypt

EXECUTIVE SUMMARY

Upon relocation to a new, state-of-the-art, 260-acre campus outside of Cairo, Egypt, the American University in Cairo (AUC) sought to revamp its annual planning and budgeting processes to address several deficiencies. Primarily, long-range planning and annual budgeting were two independent events with little synchronization. This case study will detail the process and technical aspects of American University in Cairo’s transition to a centralized and synchronized planning and budgeting cycle focused on determining appropriate workflows and leveraging database technologies to track planning initiatives throughout an approvals process. Readers will be able to weigh the drawbacks of centralization against the benefits of standardized budget review and planning.

ORGANIZATIONAL BACKGROUND

The American University in Cairo (AUC) is the Middle East’s premier English-language university, serving more than 5,000 undergraduate and 1,000 postgraduate students. An independent and non-profit institution, American University in Cairo was founded in 1919 by Americans devoted to education and community service in the Middle East. It is fully accredited in Egypt and the United States and offers a liberal arts curriculum intended to build a culture of leadership, lifelong learning, continuing education and service among its graduates.

Organizational Structure

More than 200 administrative and academic units make up American University in Cairo’s organizational structure. Each is led by a director (in the
Centralizing Integrated Long Range Planning and Budgeting

As one might expect, the bulk of American University in Cairo’s planning and budgeting units are in the academic field. Table one provides a breakdown of the total number of offices per area.

The Organization of Yearly Budgeting

Planning and budgeting is an annual process that begins with submissions from individual units in November and culminates in the submission of a proposed budget for the coming year to the university’s Board of Trustees in May. This is an iterative process in which unit proposals are reviewed and endorsed by successive administrative levels and are finally examined by the university’s budget committee before submission to the Board of Trustees.

The process begins with the issuance of a memorandum from the Vice President for Planning and Administration and the Vice President for...
Related Content

Place-Based Learning and Participatory Literacies: Building Multimodal Narratives for Change
Sharon Peck and Tracy A. Cretelle (2020). *Participatory Literacy Practices for P-12 Classrooms in the Digital Age* (pp. 74-94).
[www.igi-global.com/chapter/place-based-learning-and-participatory-literacies/237415?camid=4v1a](www.igi-global.com/chapter/place-based-learning-and-participatory-literacies/237415?camid=4v1a)

Can Everyone Code?: Preparing Teachers to Teach Computer Languages as a Literacy
[www.igi-global.com/chapter/can-everyone-code/237420?camid=4v1a](www.igi-global.com/chapter/can-everyone-code/237420?camid=4v1a)

#TextMeetsTech: Navigating Meaning and Identity Through Transliteracy Practice
[www.igi-global.com/chapter/textmeetstech/237424?camid=4v1a](www.igi-global.com/chapter/textmeetstech/237424?camid=4v1a)

The Truth We Can't Afford to Ignore: Popular Culture, Media Influence, and the Role of Public School
Danielle Ligocki and Martha Ann Wilkins (2020). *Participatory Literacy Practices for P-12 Classrooms in the Digital Age* (pp. 57-72).
[www.igi-global.com/chapter/the-truth-we-cant-afford-to-ignore/237413?camid=4v1a](www.igi-global.com/chapter/the-truth-we-cant-afford-to-ignore/237413?camid=4v1a)