



## PROGRESS ON THE 15 POINTS

Presented by Cornelius Kerwin, Interim President  
to the Board of Trustees  
Friday, September 15, 2006  
(updated)

### Introduction

The current strategic plan, known as the “15 Points,” was formally adopted by the Board of Trustees on November 16, 2001. Subtitled “Fulfilling the American University Paradigm,” the plan was a result of a series of conversations with the community conducted by the former president. The primary themes of the plan are fund-raising, enhanced academic quality, greater efficiency and effectiveness in university operations, and better leveraging of our location and global orientation.

We are nearing the fifth anniversary of adoption of the 15 Points. During the intervening period, we have made considerable, albeit variable, progress on each of them. Reports of the provost and vice presidents, including those prepared for meetings of the Board of Trustees, have routinely contained information on accomplishments related to the plan and work that remained to be done. Because several points deal with the fundamental elements of our mission, work on the plan is ongoing and in that sense will never be complete.

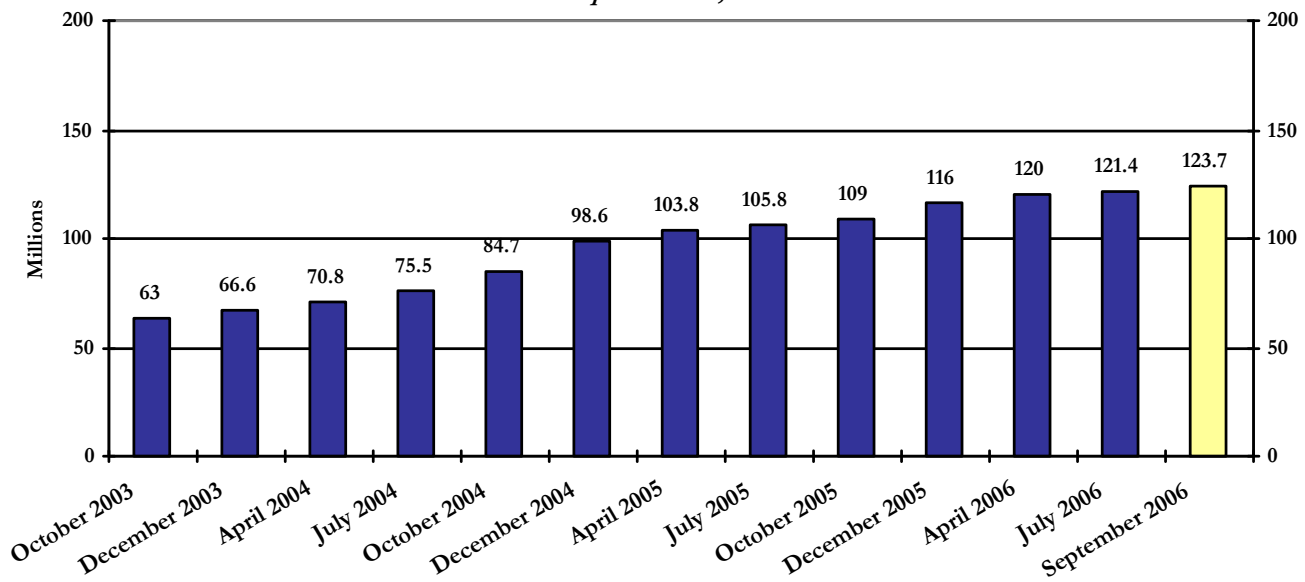
The following summary provides information on the status of each element of the plan.

### Point 1: We will undertake the largest and most successful fund-raising campaign in AU’s history.

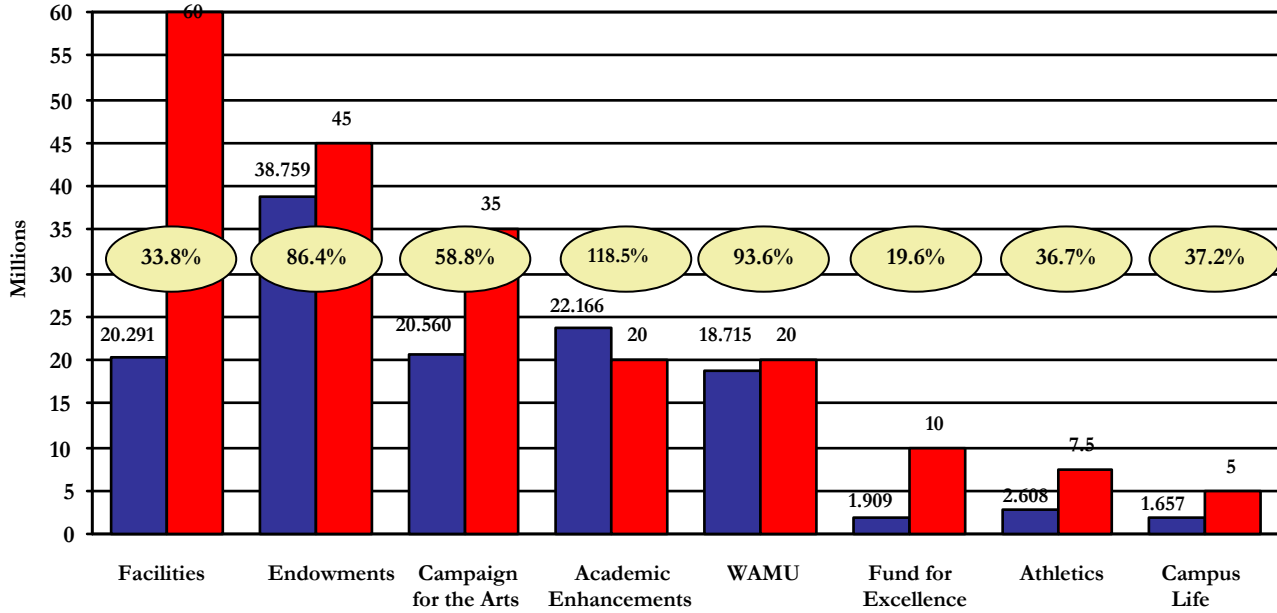
The university’s capital campaign, *AnewAU*, whose public phase was announced in October 2003, has raised **more than \$124 million** towards its goal of \$200 million. The graphs that follow demonstrate where we stand with specific campaign goals. The report of the senior director of development for this board meeting contains additional information on recent fund-raising and what is needed to complete the campaign.

### Campaign Progress by Date

September 30, 2006

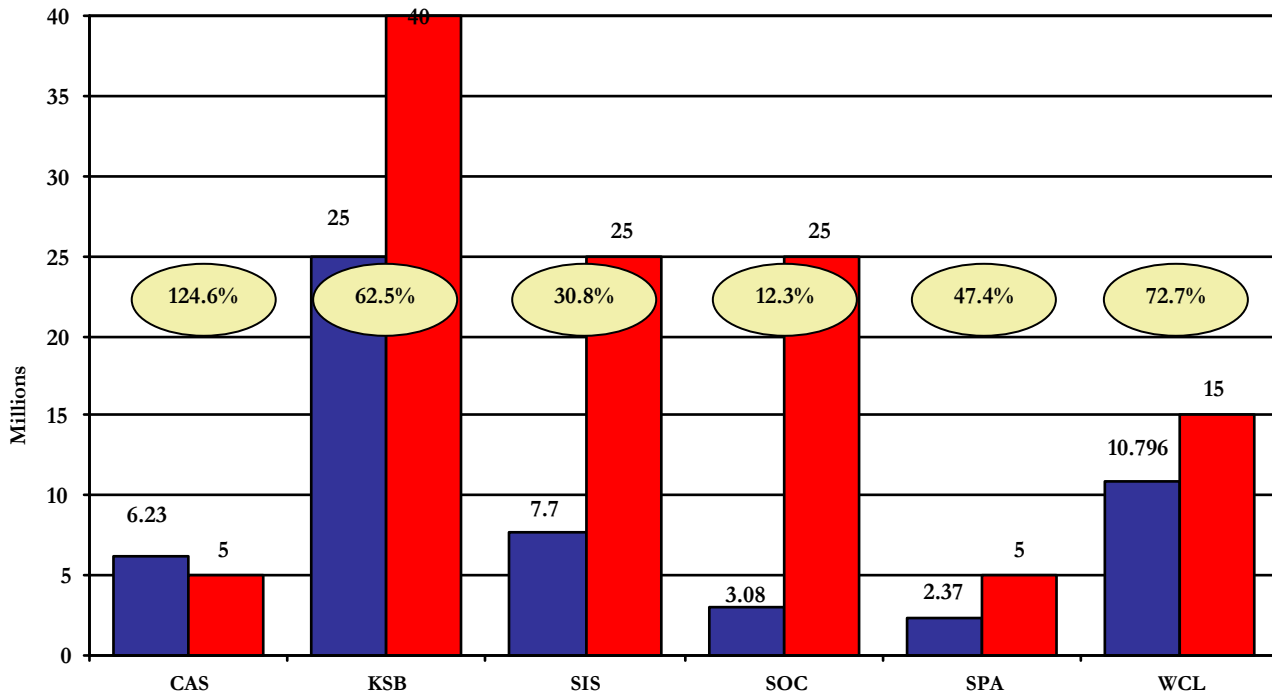


## Progress Toward Campaign Priorities *September 30, 2006*



Campaign progress toward the goal of \$200m is \$123.7M.  
 Campaign for the Arts includes \$5m in previous gifts that count towards the construction of the Katzen Arts Center but is not a part of the \$123.7M raised.  
 The blue bars represent pledges and cash. The red bars represent the goal.

## Progress by Schools and Colleges *September 30, 2006*



Campaign progress toward the goal of \$200m is at \$123.7M  
 The blue bars represent pledges and cash.  
 The red bars represent the goal.

**Point 2: We will become a smaller university of higher quality by reducing the size of our undergraduate student body.** The future growth of American University will be a growth in quality. We will invest more resources in fewer areas in order to raise quality dramatically and become an intensely engaged, student-centered community. This will result in much higher-quality students, faculty, staff, and programs, as well as higher standards, rewards, and accountability. Smaller, more selective enrollment targets will anticipate the changing demographics that, within a few years, will present a smaller pool of potential applicants. Our freshmen enrollments will likely stay in the low 1200s over the next three years as we become more selective. After that, we will reduce the size of the freshman class and the acceptance rate, and maintain smaller entering classes permanently.

Contrary to this element of the 15-Point plan, in fall 2004, the Board of Trustees approved a two-year budget that included increases in the size of the undergraduate student body. This fall, the goal of 1325 new freshmen was exceeded by roughly 60 students, and we are on track to meet the transfer student goal. The premise of the original goal was that it was necessary to decrease size to increase quality. This year, however, indicates we may be able to sustain a larger enrollment while maintaining high quality. AU's reputation has improved significantly, with almost 58% of the 2005 freshmen class saying that AU's 'very good academic reputation' was a very important factor in choosing the institution (This compares to only 47% of freshmen who indicated this as a reason in 2002.). The result has been that AU is able to attract students of higher quality. As of August 14, the average SAT score for new full-time freshmen in fall 2006 is 1268, and the average undergraduate grade point average (GPA) is 3.54. If these figures hold, it will be the highest quality class in AU's history.

Of course, the board has the opportunity to revisit the issue of size of the undergraduate student body in each two-year budget cycle as well as in longer term plans.

**Point 3: The undergraduate experience will be the central focus of the university.** Our primary institutional reputation will be anchored in a new, very selective, high-quality, interdisciplinary undergraduate program for freshmen and sophomores, known as University College. Special programs and services will be developed to ensure that all AU undergraduates are grounded in a distinctive campus culture of high-quality academic inquiry, ethical awareness, and intense engagement in Washington and abroad. The provost will convene a project team to begin the work of creating the college.

The **University College** became reality in fall 2005, with eight seminars offered to 141 students. In the assessments of the University College pilot, we received favorable feedback from students about the program's academic and residential community. Significantly, retention has exceeded the non-University College student cohort. The first-to-second-semester retention rate was over 98%, and first-to-second-year retention is a striking 94%. This compares to 87.8% first-to-second-year retention in AU's general freshman population. Housing patterns reflected the community-building aspect of the college as *all but two* roommate pairs in the University College opted to continue to room together this fall. Focus groups of students and program associates echoed similar satisfaction with the living/learning features of the program.

Preliminary results of the National Survey of Student Engagement also demonstrate the program's positive impact. University College benchmark scores for "Active and Collaborative Learning,"

“Enriching Educational Experiences,” and “Supportive Campus Environment” were well above the average AU scores. Also, according to the survey, “Your First College Year,” University College students are more likely than their peers to say that they were satisfied with college.

The University College is still a small part of the undergraduate program. We evaluate the experiences of our undergraduates in a wide variety of ways. An important new instrument that allows us to monitor our performance against our own benchmarks and those of other institutions is the National Survey of Student Engagement (NSSE). Begun several years ago by the Pew Charitable Trusts, the NSSE is designed to be a more serious evaluation of the quality of learning in undergraduate programs across the country. The survey was first administered in 2002, and American University has been a participant since the outset. We now have three sets of results to assist us in our efforts to ensure our undergraduate programs meet the high standards we have set. To date, the results have been gratifying. In 2004, American University ranked first among its Carnegie classification peers who had participated in NSSE on three of five areas of “best practice” (Level of Academic Challenge, Student-Faculty Interaction, and Enriching Educational Experiences) and second on a fourth area (Active and Collaborative Learning). This year, NSSE did not provide specific rankings but included data that allow us to measure our performance against the norm for all NSSE participants (a group that has expanded dramatically since the start of the project and includes some of the top institutions in the country—Georgetown, University of Richmond, Boston University, etc.).

At this writing, the 2006 results are still being analyzed, but the work done to date by our Director of Institutional Research and Assessment indicates we are making steady progress on many dimensions of undergraduate education that we consider especially important and continue to outperform other institutions. That said, the results will also undoubtedly identify areas of concern and areas where improvements are needed. We also carefully monitor the results of our internal studies, such as student teaching evaluations and campus climate surveys, to track the progress of the undergraduate program.

**Point 4: There will be significantly fewer masters and doctoral programs but with much higher academic quality and support.** The standards for retaining doctoral programs in particular will be, first, whether they contribute significantly, with high quality and high demand, to AU’s distinctive identity; and second, whether they are or will likely become a truly prestigious national program within five years. This standard will allow some programs to expand slightly, while others will consolidate or disappear.

During AY2002-2003, a process to review graduate programs began with faculty from the graduate teaching units doing self-studies and making recommendations about program changes. The Educational Policy Committee (EPC) of each school or college prepared reports on all graduate programs in each unit and made recommendations to the deans, who then made recommendations to the provost. Ultimately, five doctoral degrees (Chemistry, Education, Mathematics Education, Statistics, and Sociology) and eight master’s degrees (Development Finance and Banking, Education, Financial Economics for Public Policy, French Studies, Human Resource Management, Russian, Statistics for Policy Analysis, and Toxicology) were eliminated. These changes were approved by the president and the Board of Trustees in May 2003 and were effective starting in the fall 2003 semester.

Since that time our academic units have revised and created innovative curricula, including a new dual LLM/MBA degree (Washington College of Law and Kogod School of Business), the first in the United States, a new MEd in Curriculum and Instruction, and a new MS in Accounting; in addition, the master’s degree in Dance was terminated. The Faculty Senate approved revisions to the graduate financial aid process, initiated by the dean of academic affairs, which is enabling the schools/colleges to award those funds more effectively.

The following four tables summarize the traditional quality indicators for our master's and doctoral programs. While there is some year-to-year variation, the overall university trend since 2002 is clearly in the direction of improved quality.

### Qualifications of New Master's Students

	Fall 2002			Fall 2003			Fall 2004			Fall 2005			Fall 2006*		
	GPA	Verb	Quant	GPA	Verb	Quant	GPA	Verb	Quant	GPA	Verb	Quant	GPA	Verb	Quant
CAS	3.37	524	573	3.43	502	582	3.43	528	578	3.44	530	586	3.48	527	597
SOC	3.21	528	560	3.23	530	582	3.29	543	582	3.32	530	580	3.39	525	564
SIS	3.39	534	580	3.40	538	577	3.46	552	608	3.43	562	616	3.43	546	595
SPA	3.27	514	563	3.31	500	562	3.36	528	599	3.32	532	584	3.44	520	591
KSB**	3.06	570	-	3.10	MBA: 574	MS: 571	3.07	MBA: 547	MS: 537	3.08	MBA: 548	MS: 528	3.15	MBA 559	MS: 512
<b>Total</b>	<b>3.30</b>	<b>528</b>	<b>573</b>	<b>3.34</b>	<b>520</b>	<b>576</b>	<b>3.36</b>	<b>539</b>	<b>593</b>	<b>3.36</b>	<b>542</b>	<b>595</b>	<b>3.43</b>	<b>532</b>	<b>590</b>

\*Fall 2006 data as of August 28, 2006

\*\*GMAT scores

### Qualifications of New Doctoral Students

	Fall 2002			Fall 2003			Fall 2004			Fall 2005			Fall 2006*		
	GPA	Verb	Quant	GPA	Verb	Quant	GPA	Verb	Quant	GPA	Verb	Quant	GPA	Verb	Quant
CAS	3.47	510	639	3.53	549	617	3.59	534	633	3.57	544	633	3.63	547	658
SIS	3.56	635	628	3.78	660	675	3.34	636	672	3.70	631	664	3.55	601	713
SPA	3.49	526	604	3.59	594	704	3.34	568	617	3.51	532	616	3.65	635	679
<b>Total</b>	<b>3.48</b>	<b>524</b>	<b>632</b>	<b>3.59</b>	<b>570</b>	<b>639</b>	<b>3.50</b>	<b>555</b>	<b>635</b>	<b>3.57</b>	<b>532</b>	<b>616</b>	<b>3.63</b>	<b>573</b>	<b>669</b>

\*Fall 2006 data as of August 28, 2006

### New Master's Student Enrollment

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
CAS	310	327	304	315	350
SOC	163	161	180	179	178
KSB	150	172	164	167	126
SIS	343	354	327	309	302
SPA	188	181	162	170	160
<b>Total</b>	<b>1,154</b>	<b>1,195</b>	<b>1,137</b>	<b>1,140</b>	<b>1,116</b>

### New Doctoral Student Enrollment

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
CAS	76	42	43	44	43
SIS	9	7	10	7	7
SPA	14	10	13	20	16
<b>Total</b>	<b>99</b>	<b>59</b>	<b>66</b>	<b>71</b>	<b>66</b>

A number of American University's doctoral and master's degree programs have received recognition in national studies and rankings. Our graduate programs that are eligible for specialized accreditation have received strong endorsements in recent years from their national associations and commissions.

**Point 5: As a smaller university, we will reduce costs and increase operational efficiency.** We will systematically eliminate bureaucracy and red tape, consolidate services, eliminate overlapping positions, outsource appropriate services, and increase our use of management technology. The net effect will be a significant reduction in our operating costs over the next three years. By then, there will also be fewer but more highly paid staff.

As noted in Point 2, the university has not pursued a path of reduced size. The pursuit of greater efficiency and effectiveness in the management of our work is, nevertheless, a goal for those who manage the institution's resources. The individual efforts to ensure we take the greatest care in the allocation and oversight of the resources entrusted to us are far too numerous to list. The following, however, will provide examples of the type of efforts we have undertaken. In addition to these items, material included in the summary of Point 14 contains information on other activities of the vice president of finance and treasurer that are pertinent to this goal.

- Prior to the recent controversies regarding presidential spending, the vice president of finance and treasurer, with the active encouragement of the board, secured the services of Protiviti to conduct a review of our internal financial and management controls. The objective was to determine whether our policies and practices would qualify American University for certification as compliant with the provisions of Sarbanes-Oxley. We were, and are, one of the very few universities to undertake such a self-assessment, and the results have been gratifying. As reported to the board previously, while Protiviti's review pointed to a few areas where improvements would be needed, these did not rise to the level of major problems, and overall the Protiviti study provides a very positive assessment of our controls.
- We have worked very hard to maximize the benefits and savings that technology affords in various administrative transactions. "my.american.edu" is an ever-growing menu of services available to our faculty, students and staff. Among these, the university registrar has led efforts that have resulted in on-line systems for course registration, class roster and grade submissions, and a number of important academic transactions. The "HR Paperless" initiative has most recently automated job postings and hiring actions for adjunct faculty, and its running total of pieces of paperwork eliminated annually now stands at 70,000.
- A reorganization of the university's information technology services in mid-2002 assigned responsibility for many advanced technology support services and laboratories within the Provost's Office to the Center for Teaching Excellence. This innovative restructuring, emphasizing that teaching/learning goals must motivate technological applications, rather than the reverse, sets American University apart from most institutions of higher education.
- The Office of Campus Life has taken a number of steps to increase operational efficiency, principally, by moving operations to on-line formats. The list is long, but, for example, these functions, once done on paper and in face-to-face transactions, are now done on line: room draw for returning resident students; room reservations for events and non-academic programs; reservations for New Student Orientation and Family Weekend; registration of student organizations with Student Activities; most transactions associated with students' immigrant status; etc.

- The university registrar, in collaboration with the directors of Financial Aid and Student Accounts and representatives from the academic advising area and Campus Life, has continued to provide leadership for the Customer Experience Initiative Team (CEIT) initiatives, which are geared to improving services through streamlined processes and the elimination of outdated practices. Some of this year's initiatives included developing the CEIT Knowledge Series (training all staff in the four functional areas—Student Accounts, Financial Aid, Academic Advising, and the Registrar's Office—about each area) and the CEIT/CIVITAS Passport—a tool for putting students in contact with the appropriate staff member when students have to be directed to other offices for specific services.
- A collaboration between the Office of the Provost, the deans, and several offices of the vice president of finance and treasurer accomplished the most significant reorganization of graduate financial aid in recent history. This enables graduate students to pursue their degrees with additional financial help.
- During the past several years, new management of the Department of Athletics has undertaken an aggressive program to simultaneously address administrative and budget issues. The program consisted of careful financial controls, a greater emphasis on marketing of athletic events, fund-raising, and efforts to shape an overall program consistent with our academic and athletic goals and available resources. The result has been a program that has been highly successful in Patriot League competition with student-athletes who have distinguished themselves academically and that now operates essentially on budget.
- Responsibilities formerly assigned to a vice president of enrollment services were reorganized in 2004, resulting in the elimination of the vice presidency and integration of enrollments services into the Office of the Provost. The results of this effort to bring about a closer working relationship between the academic units and our undergraduate recruiting operations, as measured by this fall's entering undergraduate class, have been very encouraging, both in terms of student quality and numbers.
- During the past year, the university confronted significant budgetary challenges due to the combined effects of a lower than expected revenues from several enrollment categories and the unanticipated expenses associated with the resignation of the former president. Despite these constraints, the combined effects of prudent management by the interim provost, vice presidents, deans, directors and chairs allowed the university to finish its year with a modest surplus.

**Point 6: We will add to our reputation as a Washington-based, global university. We will expand our academic, experiential learning opportunities in Washington and reward faculty who supervise these for-credit activities. Also, the provost will work with the faculty to develop a new requirement of 12 hours of experiential education for all AU students.**

In September 2002, the Office of International Affairs (OIA) was established with a new vice president to provide a university-wide focus and priority to further internationalize the campus and try to transform AU into the country's "premier global university." The office identified three areas—international exchanges, research centers, and international presence—and developed specific programs and benchmarks to measure success in each. Goals were refined by a project team headed by the vice president in 2003.

In 2002-03, there were 13 World Capitals programs, and 150 AU students went abroad on other universities' programs. As of 2005-06, there are 100 AU Abroad sites in 33 countries, and only 35 students used other universities' programs. In the 2002-03 academic year, 428 students studied abroad under the World Capitals Program. In the 2005-06, 747 students studied abroad under AU Abroad, and

an additional 212 students participated in other AU programs for a total of 959—more than double the number of students in AY 2002-03. In addition, by 2005-06, 224 students were directly enrolled in AU's partner schools abroad. Approximately 40% of AU Abroad's fall 2006 applicants are in direct enrollment programs. In the 2004-2005, 84 percent (576) of AU's undergraduate students studying abroad did so for one semester or longer. The national average is 45 percent. Further, AU Abroad increased the academic rigor of the courses and fostered partnerships with many of the best universities in the world. Twenty-six are ranked among the top 200 in the world.

Overall, AU climbed from #12 to #8 for percentage of students studying abroad in the Institute of International Education (IIE)'s annual *Open Doors* report. In addition, *U.S. News & World Report* listed AU's program as one of the best study abroad programs; AU received an Andrew Heiskell Award for Innovation in Internationalization from IIE; and in 2002, 59 percent of AU students cited study abroad programs as a motive for enrolling at the university; in 2005, that amount rose to 80 percent.

With the Department of Language and Foreign Studies in CAS, OIA also developed a unique four-stage language acquisition program built around summer language immersion in ten sites in eight countries with six languages.

Abroad at AU was launched in 2005-2006 and fulfilled its pilot goal: 25 students per semester from 12 countries. Fifty-eight students from 16 countries arrived in the fall of 2006, more than double the number of international students coming to AU for four-year degree programs. An additional 88 international students enrolled in Washington Semester Program's certificate program for international students. In addition, the interim provost was asked to increase the number of full-time international students, which had declined from 13% to 7% of the student body since 2000.

OIA developed centers to focus on two major challenges of the 21<sup>st</sup> Century—democracy and economic integration—and do so by developing an academic field, special courses, and research. The Center for Democracy and Election Management (CDEM) organized the 2005 Commission on Federal Election Reform, co-chaired by Jimmy Carter and James A. Baker III, and continues to promote election reform at the state and federal level. The Center for North American Studies has hosted ten distinguished visiting professors, including the former Prime Minister of Canada, completed research on Mexico's "development gap" that became a cover story for *Newsweek International*, led to an amendment by U.S. Senator John Cornyn, and was adopted by the leading candidates for president in Mexico. These two centers joined a number of others with an international or global focus that operate at the university. In addition, OIA is sponsoring an Asia Center Conference.

AU's global presence has increased with its support for ABTI-American University of Nigeria (AAUN), which matriculated its first class in September 2005 and had a very good year. OIA led a team to develop a report on establishing an America-style university in China and is considering a project in India. In addition, OIA is working with the Cabinet and deans to develop a "white paper" that proposes a future strategy for AU on this issue.

The important efforts of OIA should be understood as supplements to the established programs in all of our schools and colleges that have long ago established American University as a premier global university. The School of International Service is the largest of its kind in the United States and offers academic programs that are highly distinctive in its field. The Washington College of Law is ranked among the finest in the nation with regard to teaching of international law. The Kogod School of Business entered the study of international business much earlier than most and continues to offer high quality and distinctive programs of teaching and research that focus on global issues. The Washington Semester Program was a pioneer in the study abroad movement and was one of the first to create cohort-based, short-term educational experiences for international students. Our work with the American University of Sharjah (AUS) assisted them in their goal of achieving accreditation by the Middle States Commission, and we are looking forward to an ongoing relationship with AUS that increasingly reflects their status as a mature, accomplished institution. Each of our deans and literally

hundreds of our faculty have extensive international experience and bring that expertise to the service of our programs and students.

In my report to the Board in May, I provided a summary of our plans going forward to ensure our premier status is maintained. In that report, I noted we have much work to do to increase the number of full-time international students in our undergraduate program, enhance the academic preparation and post-experience opportunities for our students who study abroad, facilitate faculty work in the global context, maintain better communications and relations with our international alumni, strengthen international fund-raising, and reach decisions about additional work with American-style universities abroad. We will make progress on each of these objectives during the coming year.

Members of the university community contribute professionally in manifold ways to organizations and the public throughout the Washington region and beyond. The following sample of activities by our academic leadership illustrates our active and visible presence as ambassadors for the university:

- The **interim provost, Ivy Broder**, continues to serve as AU's representative to the Patriot League and is now a member of the board for the Washington Research Library Consortium. She also served her last year as a member of the Board of Trustees of the Potomac School of McLean, Virginia.
- The dean of the **College of Arts and Sciences, Kay Mussell**, served the DC public schools as a community member of a principal-selection committee and was recently appointed, as a community member, to the Horace Mann Local School Restructuring Team.
- The dean of the **Kogod School of Business, Richard Durand**, served as a trustee of the Greater Washington Initiative (the only representative from any of the regional universities on the GWI).
- The dean of the **School of Communication, Larry Kirkman**, served his last of four years as chair of the board of the One World International Foundation, and currently serves on the board of directors of the U.S. Center of One World, which he founded. The dean also serves on the Advertising Council's Public Issues Advisory Committee, which guides the Ad Council in its selection of public service advertising campaigns.
- The dean of the **School of International Service, Louis Goodman**, serves on boards, committees, or councils of the Association of Professional Schools of International Affairs, Freedom from Hunger, Inter-American Defense College, the Washington Office on Latin America, as well as on the advisory board of Woodrow Wilson High School's International Studies Program.
- The dean of the **School of Public Affairs, William LeoGrande**, served as vice chair of the Board of Directors of the Washington Office on Latin America (WOLA).
- The dean of the **Washington College of Law, Claudio Grossman**, served as a member of the National Advisory Council of the American Jewish Committee and as vice chair of the UN Committee on Torture.

These are literally a tiny fraction of the volunteer and consultant activities of our faculty and staff.

## **Point 7: Faculty teaching, research and service will have added meaning and resources.**

The primary triad of faculty work—teaching, scholarship, and service—remains very strong. It is, and must remain, the central element of our strategic plan. Significant progress continues in the use of technology and other innovations in teaching, in the level of faculty scholarship, and in the vibrancy of student-related service. Steps in support of differential teaching loads, in particular, signify the university's commitment to the careful alignment of teaching, scholarship, and service in faculty work.

The faculty continued to achieve recognition in a wide variety of venues. In 2005, they wrote 78 books, monographs, and government reports; 116 book chapters and refereed conference proceedings; 135 refereed journal articles; and 20 poems, stories, plays or exhibitions; served on 143 editorial boards and 36 juries or award selection committees; and their work appeared in 95 performances and exhibitions from inside the beltway to across the United States to as far away as the Caribbean, Italy, and Egypt. Our faculty's advice and expertise is sought by the private, public, and non-profit sectors throughout the world. Members of the AU faculty were awarded Guggenheim, Woodrow Wilson, and Fulbright fellowships; they received prizes for their books, articles, and dissertations; and they were elected to leadership roles in their professional associations and were otherwise honored by their professions.

Support and resources most recently provided to assist in this work include:

- External funding—The university had an extremely successful year with external funding for faculty research and other sponsored program activities, securing \$18,627,190 in awards, a 33% increase over the previous high. The number of faculty submitting proposals significantly increased from 90 faculty members to a new high of 107 faculty members.
- Development of the Professor of the Practice rank—The acting dean of Academic Affairs worked with a Faculty Senate ad hoc committee in preparing a recommendation to the Senate on the creation of a Professor of the Practice rank. Although the committee discussion was intense and the work not completed in time for a debate and vote on the floor of the Senate in spring 2006, a viable recommendation will go to the Senate this fall. The ad hoc committee anticipates that the full Senate will discuss the committee's recommendation in September.
- The Presidential Fellowship—This fall marks the inauguration of the Presidential Fellowship for faculty whose work consistently conveys truly significant new insights and appears in influential publications. The two faculty members who received the award were Professor Lesley Gill, Department of Anthropology, funded for field research support among workers in Latin America, and Professor Richard McCann, Department of Literature, funded as a supplement to a Guggenheim Fellowship during a year's research leave.

The teaching of our faculty and the instruction and learning they provide our students continue to improve. As the following table demonstrates, however, the university began from a very strong base:

### Undergraduate Student Evaluation Results

	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Course is demanding.*	4.10	4.13	4.12	4.16	4.13
Satisfied with Amount Learned.*	4.08	4.11	4.11	4.14	4.14
Overall, the Instructor is**	4.98	5.03	5.01	5.04	5.04
Overall, this course is**	4.76	4.79	4.78	4.82	4.81

\* These questions are on a five-point scale. \*\*These questions are on a six-point scale.

Even with the strong base, however, an upward trend is evident. It demonstrates the dedication of our faculty to their teaching and the regard students hold for this dimension of their work.

**Point 8: The number of adjunct faculty will be reduced sharply, with no more than 10% of undergraduate courses taught by adjuncts.** We will increase the number of full-time tenured and tenure-track faculty; reduce the number of extraneous course sections and special topic offerings; and consolidate or terminate some graduate programs and redeploy faculty to teach undergraduate courses. Adjunct teaching in doctoral programs will be eliminated and will not exceed 5 percent of courses offered at the master's level. All adjunct faculty must qualify for our "in-residence" status that requires involvement in the university beyond teaching one or two courses. The total size of the regular faculty will be adjusted to fit the size of the student body, the replacement of adjunct faculty, and the reduction of some graduate programs and expansion of others.

The role of adjunct faculty at various levels of our instructional program remains a major consideration in our academic planning and resource allocation. Our focus, however, has sharpened in recent years, and our understanding of strengths that adjunct faculty bring to aspects of our teaching program has become clearer and more explicit. There is no question that by this point we have learned that the percentage targets set for adjunct faculty utilization were too arbitrary and did not adequately reflect the academic importance of our adjunct faculty. Instead of focusing on those targets across the board, for the past several years, we have concentrated on reduction of adjunct faculty in the undergraduate program and, specifically, in the first two years with an emphasis on the General Program. The results of these efforts are summarized in the following tables:

#### Undergraduate Sections Taught by Part-Time Faculty by Teaching Unit

Unit	AY 2002-2003			AY 2005-2006		
	Total	PT	% PT	Total	PT	% PT
CAS	1150	447	38.9	1203	383	31.8
KSB	156	41	26.3	160	22	13.8
SIS	151	45	29.8	179	54	30.2
SOC	159	78	49.1	165	76	46.1
SPA	164	61	37.2	194	67	34.5
<b>Total</b>	<b>1780</b>	<b>672</b>	<b>37.8</b>	<b>1901</b>	<b>602</b>	<b>31.7</b>

#### Undergraduate General Education Sections Taught by Part-Time Faculty by Teaching Unit

Unit	AY 2002-2003			AY 2005-2006		
	Total	PT	% PT	Total	PT	% PT
CAS	348	100	28.7	346	60	17.3
KSB	10	6	60.0	13	2	15.4
SIS	73	23	31.5	82	20	24.4
SOC	24	10	41.7	24	7	29.2
SPA	66	18	27.3	73	9	12.3
<b>Total</b>	<b>521</b>	<b>157</b>	<b>30.1</b>	<b>538</b>	<b>98</b>	<b>18.2</b>

Numerous factors influence adjunct rates: teaching loads, new program initiatives, additional faculty lines, use of temporary faculty, new faculty categories like “Professor of the Practice,” faculty expertise in specific specialties, and class size. Further study will be required to understand the bigger and more complex questions and emerging issues related to variable course load, class size, and possible growth of the University College. Further, adjunct faculty use is one of several important initiatives currently underway, and it will be several years before we arrive at a consensus on the best mix of full- and part-time faculty. It is certain, however, beyond the focus on the common first-years undergraduate education, the right mix is best determined on a program-by-program basis by the responsible faculty and academic leadership.

**Point 9: We will establish a system of differential teaching and research loads for faculty.** The provost will be charged to work with the faculty to develop such a system. One model for consideration could be that each year, faculty members select either a “Normal Load” of five courses, and demonstrate teaching and research excellence in and outside the classroom; a “Teaching Load” of four courses, and demonstrate superior teaching and the development of new teaching strategies that can benefit other faculty; or a “Research Publication Load” of three courses demonstrating high-level scholarship that is likely to become a truly significant publication with a major impact on the direction of a field.

The deans and faculty leaders in the academic units continue to work on various differential teaching load models. Each school and college has taken steps to advance this goal:

- The **College of Arts and Sciences** has differential loads based on research productivity and quality. While some additional faculty members deserve reduced loads, CAS is unable to offer more. Faculty members previously on six courses have, by and large, retired.
- The **Kogod School of Business** has had a system in place for several years.
- The **School of Communication** developed and implemented a policy that allows tenured faculty to apply for reduced teaching loads of four courses per year. The policy was created to encourage tenured faculty to undertake substantial creative, scholarly, or professional activities.
- The **School of International Service** implemented a plan that reduces teaching loads for SIS faculty whose scholarship has had the most impact on their fields.
- All three departments in the **School of Public Affairs** undertook discussions of course load allocation criteria. Two of the three departments devised scoring systems for assessing productivity and allocating course loads.
- The **Washington College of Law** expanded its course release program for tenured members of the faculty. In addition, newly hired tenure-track faculty members will teach three courses during their first two years of full-time teaching.

**Point 10: The academic advising system will be restructured significantly and will become the single most important administrative service to students.** As part of the restructuring, deans will designate at least six faculty per school or college to participate in a significant way in the advising process related to their schools and colleges. This can be one means for faculty to meet their service obligations to students. The provost and vice presidents of enrollment services and student services will lead a

project team that will recommend a restructured system with a significant training component.

The schools and colleges, the Registrar's Office, and the CEIT group continued their efforts to enhance academic advising systems. The CEIT group created job aids and is developing a knowledge series, which provides training to all staff in the academic advising, financial aid, registrar, and student accounts areas. In June, dozens of staff in these areas participated in a two-hour session about academic advising. Other initiatives across the units included:

- A restructured advising system in the **School of International Service** as part of SIS's overall administrative reorganization;
- The development of an online appointment scheduling process in the **School of Communication**, which also conducted advisor training related to course content and sequencing issues and collaborated with other schools to simplify advising related to double majors. With the retirement of SOC's long-serving assistant dean, the school restructured its advising system and created a new director position to oversee both undergraduate and graduate advising.
- The development of an online Freshmen Guide by the Department of Justice in the **School of Public Affairs**, which may serve as a model university-wide.

The newly formed Academic Advising Council began its work last summer but did not reconvene during the academic year, as planned. The council will renew its efforts this summer to begin moving forward on a substantial agenda for the year ahead.

Results from the 2006 National Survey of Student Engagement confirm that student satisfaction with advising has improved and is now better than our peers. Approximately 77% of AU freshmen said that they would evaluate the quality of academic advising as "good" or "excellent," compared to 73% of freshmen at like institutions. By comparison, in 2002, only 70.8% of AU freshmen rated advising as "good" or "excellent." In 2006, 70% of AU seniors evaluated advising as "good" or "excellent," compared to 63% of seniors at similar institutions. In 2002, only 55.3% of AU seniors were satisfied with advising.

**Point 11: We will enhance our profile as a values-based institution, emphasizing long-held university commitments to such values as human rights and dignity, social justice, environmental protection, diversity, and individual freedom. We will promote linkages of academic inquiry to service opportunities locally and around the world for faculty, staff, and students. I am urging the faculty to expand academic offerings to include more specific ethical issues in connection with all fields of inquiry. Diversity will continue to be a hallmark of the institution in its makeup and its concerns.**

The university has a long-standing commitment to being a values-based institution. Faculty members throughout each school and college, as well as in the centers and institutes, are vigorously engaged in public discourse about pressing public policy issues of the day. Curricular and co-curricular initiatives abound in relation to issues of race, gender, social justice, environmental justice, health, bioethics, war and peace. Indeed, these values are at the heart of the core undergraduate curriculum—the General Education Program. Programming and activities that reflect these values are infused throughout this report, illustrating the integral nature of this goal with the university's mission.

The successful integration of these values into the university can be seen, in part, through recent survey results. This past spring, over 61% of freshmen said that “helping to promote racial understanding” was a very important or essential goal, compared to only 48% of students at comparable institutions. Almost 60% said that they had often had intellectual discussions with students from different racial/ethnic groups outside of class. At comparable institutions, only 46% of students had this experience. AU students are much more likely to say that the institution has “respect for the expression of diverse beliefs” than students at other institutions.

- The **University College**, in its highly successful symposium on *Othello*, brought themes of race and power into the multidisciplinary conversation as led by a panel of faculty (including the interim president) and in the student responses to the questions and themes developed by the panel.
- The **General Education Program** sponsored a symposium on the theme of intellectual diversity in fulfillment of the university’s observance of Constitution Day (September 17, 2005). Panelists included *Village Voice* columnist Nat Hentoff, and History Professor Alan Lichtman.
- **School of International Service’s** Ibn Khaldun Chair of Islamic Studies, Akbar Ahmed, formed a partnership with Rabbi Bruce Lustig of the Washington Hebrew Congregation and with Bishop John Chane of the Episcopal Diocese of Washington (and the Washington National Cathedral) to promote “Abrahamic Dialogue” among Christians, Jews, and Muslims.
- The **Washington College of Law** welcomed 400-500 Hispanic law students to the Ninth Annual National Latino Law Students Association Conference. This was the first time the conference had been held at a D.C. law school. The conference theme, “Caminos Diversos, Destino Común: Understanding Our Legal Rights and Responsibilities,” reflected the richness of the Latina/o community as well as the goal of incorporating Latinos into U.S. legal, political, social, and economic systems. In addition, a recent ranking of professional schools by *Diverse: Issues in Higher Education* identified the WCL as #2 in terms of law degrees awarded to minority students in American legal education in 2004-2005.
- The **University Honors Program** undertook a special Multicultural Honors Initiative to identify and work with individual groups of students of various ethnic backgrounds to promote greater inclusiveness in the honors community.
- Our recruiting practices were audited by the D.C. Department of Employment Services (DOES) as required under our bond issues. We were found to be in full compliance and were asked to testify as a DC Council hearing as an example of employer “best practices” in recruiting minorities and working with the DOES.
- The Office of Federal Contract Compliance Programs (OFCCP) issues new regulations for defining “Internet applicant,” and the requirements for soliciting race and gender from applicants for employment and related recordkeeping obligations. We analyzed our recruiting procedures on Internet and e-mail applications to ensure compliance with the new regulations and found that we are in full compliance.
- The Office of Campus Life developed strategies to meet its goal to achieve at least one-third minority representation in its staff. The goal was exceeded by January at which time 36% of Campus Life staff were minorities. In addition, Campus Life wrote a diversity statement to publicize its commitment to a diverse workforce; the statement is now on the Campus Life website.

Diversity among the people who comprise the university is a primary goal. The following table summarizes our recent progress in that regard. We still have more to do.

### AU Diversity Comparison Fall 2003 to Fall 2005

Student Enrollment (full and part)	2003				2005				change +/-
	men	women	total	%	men	women	total	%	
International	504	554	<b>1058</b>	9.6%	366	493	<b>859</b>	7.6%	-2.0%
Black	243	580	<b>823</b>	7.5%	277	595	<b>872</b>	7.7%	0.2%
American Indian/Alaskan Native	10	20	<b>30</b>	0.3%	14	26	<b>40</b>	0.4%	0.1%
Asian American	198	390	<b>588</b>	5.4%	220	403	<b>623</b>	5.5%	0.2%
Hispanic	173	300	<b>473</b>	4.3%	211	352	<b>563</b>	5.0%	0.7%
White	2152	3430	<b>5582</b>	50.8%	2391	3542	<b>5933</b>	52.6%	1.8%
Unknown	916	1508	<b>2424</b>	22.1%	861	1528	<b>2389</b>	21.2%	-0.9%
Total	4196	6782	<b>10978</b>		4340	6939	<b>11279</b>		
Full-Time Faculty	2003				2005				change +/-
	men	women	total	%	men	women	total	%	
International	10	11	<b>21</b>	3.9%	11	4	<b>15</b>	2.5%	-1.4%
Black	19	19	<b>38</b>	7.1%	21	18	<b>39</b>	6.5%	-0.6%
American Indian/Alaskan Native	1	0	<b>1</b>	0.2%	1	0	<b>1</b>	0.2%	0.0%
Asian American	16	12	<b>28</b>	5.3%	18	15	<b>33</b>	5.5%	0.2%
Hispanic	9	10	<b>19</b>	3.6%	13	11	<b>24</b>	4.0%	0.4%
White	241	185	<b>426</b>	79.9%	267	220	<b>487</b>	81.2%	1.2%
Unknown	0	0	<b>0</b>	0.0%	0	1	<b>1</b>	0.2%	0.2%
Total	296	237	<b>533</b>		331	269	<b>600</b>		
Full-Time Staff	2003				2005				change +/-
	men	women	total	%	men	women	total	%	
International	36	32	<b>68</b>	5.2%	12	8	<b>20</b>	1.6%	-3.6%
Black	137	144	<b>281</b>	21.6%	126	158	<b>284</b>	22.8%	1.2%
American Indian/Alaskan Native	0	0	<b>0</b>	0.0%	0	0	<b>0</b>	0.0%	0.0%
Asian American	35	40	<b>75</b>	5.8%	45	43	<b>88</b>	7.1%	1.3%
Hispanic	30	23	<b>53</b>	4.1%	30	29	<b>59</b>	4.7%	0.7%
White	300	421	<b>721</b>	55.5%	307	388	<b>695</b>	55.9%	0.4%
Unknown	41	59	<b>100</b>	7.7%	49	48	<b>97</b>	7.8%	0.1%
Total	579	719	<b>1298</b>		569	674	<b>1243</b>		

**Point 12: A new Office of Campus Life will be created, headed by the current vice president of student services.** It will oversee most of the activities of the current office of student services, plus a range of consolidated campus services designed to enhance campus life generally for students, faculty, and staff. It will provide more effective and efficient services to students in particular.

When the Office of Campus Life was created in 2002, the process was guided by three aspirations: (1) to communicate more effectively the mission of the Office of Student Services through the name change to Office of Campus Life—a name more suggestive of the breath and purpose of activities set out in the division’s mission statement; (2) to organize selected business practices and financial and facilities management around a vision for campus life that puts the quality of the student experience first; and (3) to achieve coherence, from the student perspective, in the delivery of services and programs. More than 20 individuals from across several divisions worked in teams over a period of several months to produce the recommendations that were approved to implement the Office of Campus Life in July 2002. Creation of the new office was achieved through changes that included:

- **Name Changes.** In addition to the change from Office of Student Services to Office of Campus Life, Residential Life and Housing Services became Housing and Dining Programs, and University Center & Student Activities split into separate units.
- **Student Housing.** Housing and Dining Programs assumed responsibilities for all student housing, including university-operated apartments.
- **Dining Programs.** Housing and Dining Programs assumed responsibility for student meal plan contracting and management of the One-Card program.
- **Eagle Bucks and Laundry Services.** Housing and Dining Programs assumed responsibility for Eagle Bucks, including Student Advantage and administration of the value station agreement, and laundry services.
- **Events Management.** The University Center assumed responsibility for the new non-academic room scheduling system, and a member of the Special Events staff was designated liaison to the University Center to enhance event management.
- **Parent Program.** The Office of the Dean of Students assumed responsibility for AU’s Parent Program, except for the Parents’ Executive Council, which remained with University Relations.
- **University Center Project Team.** A new cross-functional project team was named to provide advice and guidance on matters pertaining to the use and development of facilities in the University Center.
- **University Center Operations.** A new level of coordination was designed between the University Center staff and the maintenance and housekeeping staffs assigned to the University Center. In addition, student staff were recruited and trained to provide set-up and support services for activities held in the University Center.
- **Campus Police.** A number of measures were agreed upon to improve the collaboration among Campus Police, Housing and Dining Programs, and Judicial Affairs and Mediation Services in the areas of case management, information exchange with the Metropolitan Police Department, parking ticket appeals, barring procedures, and crime prevention programming. Housing and Dining Programs assumed responsibility for ID card processing, and, just recently, Student Activities took over key management of the AU Transportation Organization (AUTO) van program.

**Point 13: A new model of governance will be created to provide a more flexible, consultative, and efficient system of decision-making.** The provost will work with a special project team to continue the recent emphasis of Senate chairs to develop a smaller, more efficient body. I propose that the current University Senate be replaced by a new and smaller Faculty Council, comprised of faculty only, and focused exclusively on academic and faculty issues, especially as they relate to the implementation of university priorities. The role of the provost, designated by the University Bylaws as chair of the university faculty, should be commensurate with that responsibility. Short-term, issue-based project teams could be appointed to research issues and make recommendations within three to six months. At the same time, I will establish a new University Council comprised of faculty, staff, and students to advise the president on university issues. The President's Council (comprised of the President's Cabinet and the Provost's Council) will meet regularly and will hold two open forums each year for discussions with the community at large.

The model of faculty governance ratified by the faculty in April 2002 served the university well in dealing with this past year's broader governance issues.

**Point 14: A new University Enterprise Center will be established under the direction of the Vice President of Finance and Treasurer to pursue institutional development through financial opportunities.** The center will initiate and coordinate opportunities in connection with deans, faculty, staff, and trustees to enhance the financial health and growth of the university.

Over the past five years the Office of Finance and Treasurer's accomplishments in support of Point 14 of the 15-Point plan include financial, real estate, and technology initiatives. Below is a summary of some of the major accomplishments for the period 2002-2006.

**Finance.** A continuing, high-priority initiative has been to maximize the university's debt portfolio. This initiative began in 1999 with the sale of a swap option on one of our debt issues, netting \$3 million (those funds were put in the quasi-endowment and are now worth \$5 million). Since then, the vice president of finance and treasurer has worked to perfect the university's debt structure, utilizing other swaps and forward contracts to achieve the best balance of fixed/variable rate debt at the most favorable rates.

In 2004, the vice president of finance and treasurer initiated the development of the School as Lender Program for AU's graduate students. Citibank was selected as our partner for the program. The program enhances our ability to deliver federally guaranteed loans to graduate students. Through this program, AU is able to share in the premium that financial institutions are willing to pay for student loans. The university recognizes additional income of over \$1 million per year. To make this truly a win-win situation, we provide these loans to graduate students at a 0% origination fee, which is significantly less than the 1.5% origination fee they were previously paying.

**Real Estate.** The sale of the Glover Tunlaw apartment building was finalized. The building was acquired in 1977 for just over \$1 million and was sold for over \$14 million. Funds from the sale will be used to fund the parking garage portion of the School of International Service project.

The Massachusetts Avenue residence adjacent to the Washington College of Law (WCL) was purchased. The property provides a permanent buffer and academic program space for the WCL.

The purchase of a commercial office property located at 4545 42<sup>nd</sup> Street was completed. The property is located near the Tenley Campus and only one block away from the Metro station. Its location and townhouse-style configuration make the property particularly attractive, both as an investment and as a way to meet the university's changing office needs over time.

**Technology.** A campus-wide wireless communications system was operationalized. AU students can access library resources, class databases, assignments, projects, the Internet, and other network resources inside residence halls, academic buildings, dining facilities, or outdoors on the Quad or other open areas. In addition, we expanded upon the success of the wireless project by bringing T-Mobile on campus, joining Cingular Wireless as a second provider of dedicated cell phone service to the community. AU became the first private university "T-Mobile Hot Spot" by offering public-access wireless services in ten major campus buildings. This makes it possible for visitors to the campus and guests of students, faculty, and staff to use the wireless network without needing to have a formal AU computing account relationship. As part of the offering, AU students benefit from a substantial discount off the price of the service if they elect to subscribe to it when traveling off the main campus.

An additional source of publicity for the university was our selection by Intel Corporation as one of the ten most "unwired" universities in the nation. A case study of AU's wireless project was also selected by *Computerworld* magazine for inclusion in the *Computerworld* Honors Archive of visionary information technology projects.

**Point 15: We should take seriously our responsibility to encourage physical fitness throughout our community.**

The School of Education, Teaching, and Health in the College of Arts and Sciences continues to provide leadership in this area and strives to maximize the university's numerous resources that can contribute to this point. The department services students, faculty, and staff in providing credible health and wellness information, as well as blood pressure, flexibility, body composition, and other physical assessments.

The Department of Athletics' William I Jacobs Fitness Center and William I Jacobs Recreational Complex continue to contribute significant programs and facilities that encourage physical fitness for students, faculty, and staff. The table below shows the total number of users of the university's fitness facilities for FY 2006:

### Number of Participants in Athletics and Recreation – FY 2006

Intramurals	1,444
Club Sports	231
Varsity Sports	280
Fitness Center	6,811
- Students – 5,991	
- Faculty/Staff, Alum, Community – 820	

### Conclusion

This report is not intended to be a comprehensive or definitive assessment of our implementation of the strategic plan. It does indicate that we have reconsidered certain elements in light of larger factors and that we have made substantial progress on those elements of the plan related to academic quality, fund-raising, our profile as a Washington-based global institution, and financial well-being. Our commitment to strong values and diversity is not in doubt, but we clearly have work to do to ensure that we continue to attract and retain a diverse student body, faculty, and staff. Overall, the time appears right to begin a more formal consideration of the status of the strategic plan and whether it continues to serve as an effective guide for our future.