



AMERICAN UNIVERSITY STRATEGIC PLAN IMPLEMENTATION

As of April 2009

TRANSFORMATIONAL GOALS

1. Epitomize the Scholar/Teacher Ideal

Objective A: Maintain Highly Effective Teaching

Ref#	Detail Description Page	Measure	Current (with trend indicators in text) *	2 year goal (Fall 2010)	Progress: Update as of Fall 2009
1.A.1	1	Results of Student Evaluation of Teaching	Overall instructor rating 5.82/7 (↑↓); overall course rating 5.55/7 (=↓); satisfaction with course learning 5.71/7 (↑↓); instructor expects high level of student performance 5.99/7 (↓)	Because ratings vary very little from year to year, the goal is to improve from AU's recent best scores: "overall instructor" rating to higher than 2007 level of 5.83; "overall course" rating to higher than fall 2006 and 2007 level of 5.57; "satisfaction with course learning" to higher than 5.72; "instructor expects high level of student performance" to higher than 2007 level of 6.05.	
1.A.2	2	Results on Campus Climate Survey assessments of instruction and learning	92.3% (↓) of undergraduates satisfied with quality of faculty in the major; 85.7% (↑↓) satisfied with quality of faculty overall	Improve scores back to better than 2003 levels of 94.6% of undergraduates satisfied with quality of faculty in the major; 87.4% satisfied with quality of faculty overall. (Next results available in summer 2009.)	

*Key: (↑) indicates that the trend is that the metric increasing; (↓) indicates that the trend is that metric is decreasing; (=) indicates that the metric has been relatively steady over time; (~) indicates that the metric has varied over time.

Objective A: Maintain Highly Effective Teaching (cont.)

Ref#	Detail Description Page	Measure	Current (with trend indicators in text) *	2 year goal (Fall 2010)	Progress: Update as of Fall 2009
1.A.3	3	Results on National Survey of Student Engagement on student-faculty interactions and instruction	2008: "Level of Academic Challenge"—7 points above Carnegie Research peers for first-year students (↑); 3 points above Carnegie Research peers for seniors (↓). "Student-Faculty Interaction"—tied with Carnegie Research peers for first-year students (↓); 3 points above Carnegie Research peers for seniors (↓).	2010: "Level of Academic Challenge"—more than 7 points above Carnegie Research peers for first-year students; more than 3 points above Carnegie Research peers for seniors. "Student-Faculty Interaction"—above Carnegie Research peers for first-year students; more than 3 points above Carnegie Research peers for seniors. (Data will not be available until late summer 2010.)	
1.A.4	4	Teaching conference attendance	97 tenure and tenure-track teaching faculty attended. (Not tracked in previous years.)	Increase by 10%, to 107; or to 25% of all tenure and tenure track teaching faculty. Goal deadline: January 2011.	

Objective B: Strengthen faculty research, scholarship, professional, and creative activity

Ref#	Detail Description Page	Measure	Current (with trend indicators in text) *	2 year goal (Fall 2010)	Progress: Update as of Fall 2009
1.B.1	5	High-quality publications, professional contributions, and creative work	92(↑) faculty published books; 246 (↓)faculty published articles; 51 (↑)published poems, stories, plays, produced films, featured performers; 151 (↑) faculty served on editorial boards. Information on publication per faculty member is not currently tracked.	Increase number of faculty publishing articles to 260. Increase all other categories by 8. Increase average number of publications per tenure/tenure-track faculty member.	
1.B.2	6	Major recognition of faculty research, scholarship, professional, and creative work	One AAAS fellow. 36 professional honors and awards (2007).	This goal will be more clearly set once 2008 benchmark data is available. Goal will be to both increase number of awards, as well as the average number of awards per tenure/tenure-track faculty member.	

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Objective B: Strengthen faculty research, scholarship, professional, and creative activity (cont.)

Ref#	Detail Description Page	Measure	Current (with trend indicators in text) *	2 year goal (Fall 2010)	Progress: Update as of Fall 2009
1.B.3	7	Number of endowed professorships.	15 endowed professorships.	18 endowed professorships.	
1.B.4	8	Faculty use of and satisfaction with support for scholarship, contributions, and	220 (~) proposals submitted by 112 faculty (↑), 110 (~) faculty hold active awards	7% increase in proposals submitted by at least 140 faculty. More than 125 active faculty awards	

Objective C: Improve the ability of faculty to balance elements of the scholar-teacher model etc

Ref#	Detail Description Page	Measure	Current (with trend indicators in text) *	2 year goal (Fall 2010)	Progress: Update as of Fall 2009
1.C.1	9	Number of tenured and tenure-track faculty	432 (↑)	Increase by 23	
1.C.2	10	AAUP Level 1 Salaries	2007:Assistant professor average salary is \$67,899 (gap is \$7,917 below AAUP 1(↑); associate professor average salary is \$88,908 (gap is \$784 below AAUP1 ~). Currently meet AAUP 1 full professor (↑)	Maintain AAUP1 for full, close gap for associate professor level and significantly close the gap (to within \$3,000) for assistant professor level.	
1.C.3	11	Content/amount of faculty workload	<i>Faculty Manual</i> identifies 18 credit hours per year of instruction; percent of tenure and tenure-track faculty teaching four courses or fewer, 71.7% (↑)	Develop a policy in the <i>Faculty Manual</i> that provides greater flexibility and balance for teaching, research, and service. Evidence will be change itself, as well as feedback from faculty.	
1.C.4	12	Average adjunct compensation	Average \$ 3800 per course (~) and varies by unit	Make progress at low end of range; add an average of \$1,000 to base allocation for adjuncts .	

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