



**Provost's Annual Report
AY 2006-2007**

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Interim Provost**

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PROVOST'S ANNUAL REPORT: AY 2006-2007

TABLE OF CONTENTS

I.	INTRODUCTION	1
II.	OVERVIEW	2
III.	PROGRESS TOWARD UNIVERSITY GOALS	
	Academic Excellence	7
	Diversity	13
	Interconnectedness and Collaboration	17
	Campaign for <i>AnewAU</i>	24
	University Profile	25
IV.	FURTHER ACTIONS TO IMPLEMENT THE 15 POINT PLAN	30
V.	UNIT HIGHLIGHTS, INDIVIDUAL ACHIEVEMENTS, AND OTHER DEVELOPMENTS	
	Academic Units and Offices	35
	Faculty and Student Achievements	42
	Other Developments	46
VI.	LOOKING AHEAD	50

I. INTRODUCTION

Goals for the university were set at the Cabinet retreat in June 2006. The interim provost (“provost”), in consultation with the interim president, the deans, and other major unit heads, set objectives for the academic affairs division to advance these institutional goals. A summary of the state of academic affairs is given in the second section (II) of this report. The actions taken by the interim provost to advance the major goals for academic affairs, and the degree to which they were achieved during the year, are summarized in the third (III) section of this report. The fourth (IV) section of the report describes other actions related to the 15 Point Plan. A fifth (V) section presents highlights from each academic unit along with other notable faculty and student achievements, as well as other significant developments. And the concluding section (VI) identifies some major issues facing the division in the year ahead. Annual reports of the colleges, schools, and units that comprise the academic affairs area are available under separate cover.



II. OVERVIEW

As highlighted in the Provost's Annual Address to the Faculty in April 2007, the advancement of this great university depends upon the collective efforts of a highly talented academic team. In all activities and aspects of our academic work, we commit ourselves to excellence, to advancing the institution through its faculty, and to attracting strong students through innovative programming. Every decision, resource allocation, new faculty hire, recruitment trip, and effort is made with these goals in mind. And how did we do during AY 2006-2007? This annual report provides the support for a response of "extraordinarily well."

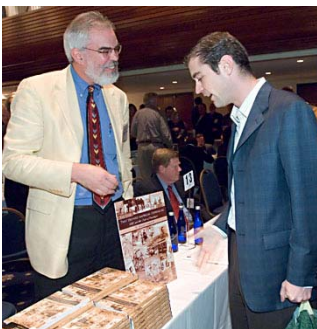


The outcomes from the work of this past year are the result of the efforts, labors, risks, and rewards of deans, other administrators and staff, and a dedicated faculty, including those who are tenured and on tenure-track and those who are in temporary full-time positions as well as the professionals who teach only a course or two. And so day by day, the sum of all of the face-to-face classroom time, committee meetings, advising sessions, conferences planned and held, hours spent on research and creative work over the period of weeks and months of this academic year reflects the values that distinguish AU and which help to shape the unique result that is our institution.

This annual report charts in detail the considerable faculty accomplishments, new program initiatives, and other university-wide academic activities and developments of the past academic year. Tremendous advancements were made in support of the university's specific goals for the year and more broadly to promote American University's compelling academic mission. Some of the highlights are as follows.

Faculty Teaching, Scholarship, and Service

The primary triad of faculty work—teaching, scholarship, and service—remains very strong. 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 signify the university's commitment to the careful alignment of teaching, scholarship, and service in faculty work.



SOC Professor W. Joseph Campbell with his book, *The Year That Defined American Journalism*, finalist for the Tankard Book Award

The faculty continued to **achieve recognition in a wide variety of venues**. In 2006, 79 faculty wrote books, monographs and government reports; 110 wrote book chapters and papers published from conference proceedings; 148 published refereed journal articles; and 48 faculty created poems, stories, plays, produced films, or were featured as performers and artists in venues within the United States and abroad. One hundred forty-eight (148) faculty members served on editorial boards; 38 served on juries or award selection committees. Our faculty's advice and expertise is sought all over the world. Members of the AU faculty were awarded Fulbright, Woodrow Wilson, or other fellowships,

and prestigious residencies; 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.



The university honored exceptional faculty at the 2007 Faculty Recognition Dinner, including this year's **Scholar-Teacher of the Year**, Professor Pamela Nadell (at left)—the Patrick Clendenen Professor of History, an eminent scholar of the history of women, and a national leader in Jewish women's history, a field she was instrumental in creating. The university also celebrated Professor Abdul Aziz Said's 50th anniversary on the SIS faculty. Presidential Research Fellowships were awarded to Professors Naomi Susan Baron (CAS), Alan Levine (SPA), and Anthony L. Riley (CAS). Professor James H. Mittelman (SIS) was appointed as University Professor.

New Faculty Hires

The university hired an exceptionally talented cohort of new faculty, who bring with them unprecedented levels of prior experience, prestigious graduate school backgrounds, and advanced rank with years of credit. The new faculty hiring continued to advance the institution's goals to maintain high standards and **diversify** the faculty. Of the 28 new tenure-track/tenured professors hired to begin in fall 2007, more than two-thirds received a terminal degree from **highly regarded institutions** such as Harvard, Yale, Princeton, UC Berkeley, Cornell, UCLA, Columbia, Chicago, Cambridge, Rutgers, NYU, Penn State, Purdue, and the London School of Economics. Out of 28 new hires, six (21%) were minorities and 16 (57%) were women; seven (25%) were hired at the Associate rank and one at the rank of Professor.

Academic Programs

New and distinctive academic programs were developed, including an expansion of the highly successful **University College** pilot and the creation of new **interdisciplinary, cross-unit degree programs** in International Media, Business Administration and Language and Culture Studies, and Non-Profit Management. **Distance learning** and **study abroad** programs continued to expand and flourish.

Student Merit Recognition

For AY 2006-2007, AU had two **Harry S. Truman** Scholars (the third year in a row that AU has had Truman Scholars and the second time in AU history that the university has had two winners in one year), four **Fulbright** Scholars, nine **NSEP/Boren Scholars and Fellows**, 37 **Presidential Management Fellows**, ranking third in the nation for this competition (after having ranked number one for the previous two years), three **Morris K. Udall** Scholars, three **Killam** Fellows, one **Pickering Foreign Affairs Fellow**, two **Freeman-ASIA** Scholars, one **Congress-Bundestag Youth Exchange for Professionals** Scholar, and three **Critical Language** Scholars. And Public Communication student Liz Hayes (at right), a women's basketball team point guard, was named **Patriot League Scholar-Athlete of the Year**.



External Recognitions

The university received many favorable **external recognitions** in AY 2006-2007. *US News & World Report* ranked the university 86th (moving up to 85th in the report released in August 2007), with top rankings for the Washington College of Law (now ranked 47th) and particular programs such as the Clinical Training Program (ranked 2nd). *Princeton Review* named the university as a Best College for 2007, and it ranked AU #1 for the most politically active students. The latest Institute for International Education Open Doors Report ranks AU 8th in the US among doctoral institutions in terms of percentage of students studying abroad. The School of International Service's undergraduate international studies program and its master's program were ranked 11th and 8th in the nation, respectively, through a study published in the prestigious journal *Foreign Policy*. In the latest survey (2006) of the National Survey of Student Engagement, AU was rated as significantly better than similar institutions in four out of five categories for first-year students (Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, and Enriching Educational Experiences). Seniors scored significantly better than their peers at similar institutions in Level of Academic Challenge, Student-Faculty Interaction, and Enriching Educational Experiences.

Enrollment

The AY 2006-2007 **undergraduate** recruitment cycle began on a high note, with increases in inquiries, applications, attendance at on-campus visit programs, and the quality of the applicant and admit pools. Despite these and other factors, including a stable admit rate at 53%, the fall freshman enrollment target was not met due to a drop in the conversion rate. The quality of the entering class remains very strong. Mentorship goals have been met, and it appears as if the full-time transfer enrollment target may be met as well. The big success story of the year is that the incoming first-year class can be characterized as **one of the most diverse groups in recent history**, with the number of multicultural and international students increasing significantly.



The general quality of our incoming **graduate** students continues to improve, and while it is too early to be certain of the final graduate enrollment for fall 2007, preliminary data is very positive and is expected to be on budget. Overall, current deposits for master's students are up relative to last year, and the total number of deposits for doctoral students is also up.



Capital Campaign

Fundraising efforts by the academic units continued at a strong pace. In FY07 the schools, colleges, and the University Library advanced their campaigns by **\$10,296,170** with new gifts and pledges, and brought in **\$8,415,735** in cash from new gifts, pledge payments, and matching gifts. New hires of senior development staff were made in four units.

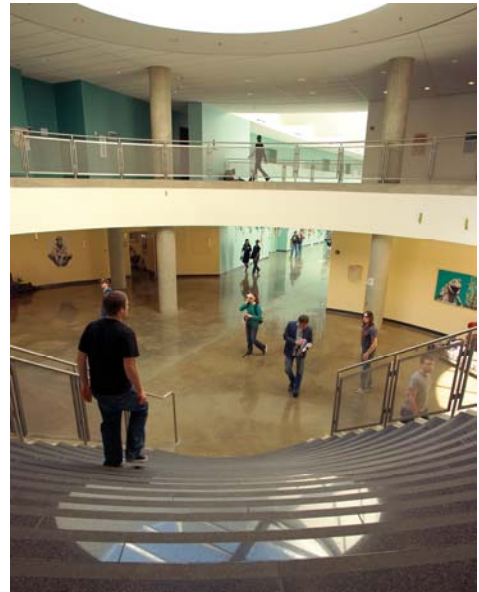
At left, Interim President Kerwin '71, Professor Abdul Said, Stuart Bernstein '60, and Gary Abramson '68 at the President's Circle Dinner

Budget

Summer meetings of the provost with the Instructional Budget and Benefits Committee of the Faculty Senate kicked off the budget formulation process for FY08 and FY09. Beginning in September 2006 all academic units, the Office of Enrollment, and AU Abroad were engaged in developing their respective enrollment projections in various categories. Continuing through the fall with discussions of the Faculty Senate and the deans, the provost developed the academic affairs expenditure priorities. These were submitted and discussed with the newly reconstituted University Budget Committee co-chaired by the interim provost and the vice president of finance and treasurer. Town hall meetings were held in the fall and spring to gather more input from the university community at large prior to completion of the draft budget and for final submission to the Board of Trustees. The overall budget process allowed various constituencies the opportunity to participate in deliberations regarding resource allocation issues and funding priority concerns. The Board of Trustees approved the 2-year budget at its February 2007 meeting for implementation beginning May 1, 2007. It is worth noting the **strong enrollment performance relative to budget for the 2007 summer session**. This success can be attributed in part to realistic budgeting, a flat undergraduate tuition rate, new academic regulations that limit taking summer credits elsewhere, more offerings, and an increase in study abroad.

Facilities

The physical manifestation of the university's academic excellence continued to be highlighted through the growth and improvement of its academic facilities. The **Katzen Arts Center**, which brought more than 20,000 visitors to the American University Museum, stands out on our campus and in Washington, DC as a stunning cornerstone of arts life. Planning for the new **SIS Building** is on track for a ground breaking early this fall. The District of Columbia gave zoning approval for the School of Communication's planned renovations of the **McKinley Building**. Construction to renovate the former New Lecture Hall into new classrooms for the **Kogod School of Business** began this past spring. Other significant improvements to academic facilities were made in the **Library**, the **Anderson Computing Complex**, **Watkins Executive Training Center**, **Capital Hall Auditorium**, the **Sports Center Annex**, and the **Butler Board Room**.



Other Major Developments

Following is a **selection** of other major developments, among many, this past year:

- **Personnel searches** for a new university librarian, dean of academic affairs, director of the General Education Program, and director of international admissions were successfully concluded; faculty and staff in the academic division were deeply involved in the presidential search process; the director of admissions is serving as acting assistant provost of enrollment.
- The university had another extremely successful year with **external funding** for faculty research and other sponsored program activities, securing \$14,576,664 in awards, the second highest year of external funding, which included a large (\$900,000) technical assistance project for Iraq through a State Department grant to the Center for Global Peace.
- The **School of Education, Teaching, and Health** received strong support at the exit interview after the NCATE re-accreditation visit.
- Important **policies and procedures** were revised, including changes to Academic Regulations on the Academic Integrity Code and transfer of credit; the *Faculty Manual* allowing for multi-year contracts for temporary faculty; and policies and procedures relating to international admissions and financial aid.
- The **Retention Working Group** released its report on retention and made several recommendations, which sparked campus-wide discussions about these issues.
- The schools, colleges, institutes, and centers hosted **major conferences, symposia, speakers, festivals, and panels** on wide-ranging topics that included congressional oversight, healthcare, women, war and peace, human rights, Cuba after Fidel, making documentaries matter, filmanthropy, and international communication, to name just a few examples.



William A. Mayer joined American University on August 1, 2007, as the new university librarian



A panel of journalists, including Professor Jane Hall and Kojo Nnamdi of WAMU, at the conference, “Serving the Public Interest Across Borders: How U.S. and International Media Face a Digital Future”

Beyond the standard dimensions of academic work sketched above, which are detailed elsewhere in this report, the next section of the report—its backbone—documents extensively the work of the academic division in support of the university goals for AY2006-2007, as well as the division’s continued progress toward the 15 Point Plan.

III. PROGRESS TOWARD UNIVERSITY GOALS

University Goal: *ACADEMIC EXCELLENCE*

Provost Goal: *The Office of the Provost and the units reporting to the provost will promote academic excellence through the following specific goals:*

Goal: *Continue to raise the standards for new appointments to the faculty, reappointment and tenure.*



Photo by Patrick King

Professor Karen O'Connor, named the Jonathan N. Helfat Distinguished Professor of Government in fall 2006, was awarded the 2007 Joan Fiss Bishop Award by the American Society for Public Administration for contributions to the advancement of women in public administration

Standards for new appointments to the faculty, reappointment, and tenure continued to be maintained and raised during AY 2006-2007. As noted above in the section on New Faculty Hires and detailed below in the section on diversifying the faculty, the university hired an exceptionally talented cohort of new faculty, who bring with them unprecedented levels of prior experience, prestigious graduate school backgrounds, and advanced rank with years of credit. The results for new appointments, reappointment, and tenure represent the achievement of this goal: Two new faculty were appointed with tenure; there were 26 new tenure-track appointments and 35 reappointments.

Knowing that searches concluded earlier in the academic year result in more top choice candidate hiring, the dean of academic affairs, in collaboration with the academic units, facilitated quick turnarounds and encouraged units to accelerate their search processes. This strategy paid enormous benefits in the quality of finalist candidates and in the success rate of contracting top choices. Of 41 authorized searches 28 were concluded, and, of those, 25 offers went to the first-choice candidates. We were able to accomplish these goals as a result of new flexibility in crafting offers to candidates, including the relaxation of limits on the number of years toward tenure that candidates can bring to the university, increased compensation, and more open rank authorizations. Variability in rank and years credited toward tenure pursuant to discussions among the deans at the planning retreat in summer 2006, and more generous salary offers authorized to incoming junior faculty by the dean of academic affairs, were decisive factors in this success.

Goal: *Support faculty research, especially for those with international interests, with additional funds for travel, and work to enhance the initiatives and funding of the regional councils.*

The schools, colleges, regional councils, and other units developed new initiatives and reinforced existing efforts in support of faculty research. Following is a **sample** of some of these activities.

- The **College of Arts and Sciences** increased funding for faculty and student research again this year for a total of \$130,250 from all sources of funding in CAS (initiatives for CAS research emphasized increasing sponsored research).
- The **Kogod School of Business** established a \$50,000 research fund and a competitive process for faculty to apply for research grants up to \$10,000.
- Through course releases, research grants, and travel stipends the **School of Communication** supported strong work by junior faculty.
- The **School of International Service** distributed \$41,563 of its funds to support SIS faculty research and more than \$10,000 went to its Graduate Student Council to support student field research and paper presentations.
- Building upon current means of support for faculty research (e.g., travel funds, reduced teaching loads, summer support), the **School of Public Affairs** created a faculty development program for associate professors to accelerate progress toward promotion.
- The **Washington College of Law** strengthened academic scholarship through numerous initiatives, including the creation of a new associate dean for scholarship as part of the implementation of a comprehensive program.
- The **regional councils** sponsored a long list of conferences, speakers, and other campus-wide activities, including the Washington Asia Forum lecture series, dialogues with Asian embassies, and lunchtime workshops. Joining AU faculty, students, and visiting colleagues, many speakers came from abroad and from prestigious institutions such as Yale, Duke, Northwestern, the Woodrow Wilson Center, Brookings Institution, and other non-governmental organizations.
- The **Office of Sponsored Programs** initiated a multi-pronged plan to increase its engagement with new tenure-track faculty and faculty new to working with OSP.



School of Communication distinguished journalist in residence Charles Lewis discusses investigative journalism with international reporters at SOC's 5th annual International Communication Conference in April 2007.

Elements in this plan included the development of the first survey designed to assess OSP services and to request information on incentives that would encourage faculty to pursue externally sponsored research. Survey results showed, among other things, that a number of faculty were unaware of the services that OSP offered. As a result, OSP is raising its on-campus profile.

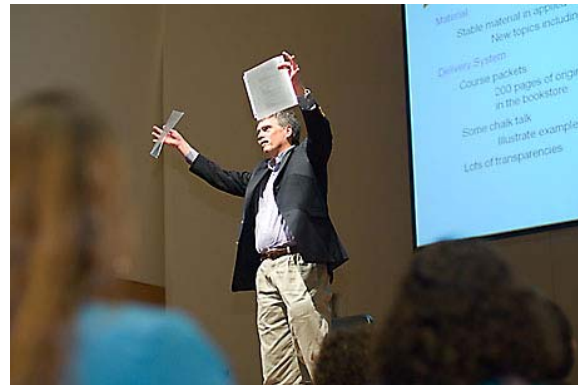
- For the second year of the **Presidential Research Fellowship** program, some of the university's finest faculty were awarded fellowships; the faculty members selected as this year's fellows are Professors Naomi Susan Baron (Language and Foreign Studies), Alan Levine (Government), and Anthony L. Riley (Psychology).
- The **University Library** expanded its e-book collections, purchased the World Bank e-Library, added the Gale Virtual Reference Library, and developed a New Faculty Book Fund which sets aside \$1,000 for each new faculty member to recommend books for the library.



Professor Naomi Baron, one of three 2007 Presidential Research Fellows

Goal: *Foster the advancement of innovative teaching, particularly in relation to technology, engagement, and international contexts.*

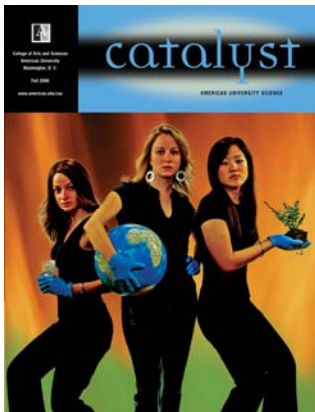
Innovative teaching suffuses the pedagogies employed by AU faculty. The Center for Teaching Excellence, in particular, provides support for innovative teaching with technology. For example, the annual Ann Ferren Teaching Conference, attended by 293 people this past year (an 8% increase over the previous year's record attendance), included session topics on *Engaging a Class with Student-Response Pads*, a session on the Turnitin.com pilot, and *Newspapers to YouTube: Media Mix in the Classroom*. The conference featured its new video, *Engaged Teaching*, which highlights a variety of teaching styles using different technological and pedagogical approaches. The CTE orientations for new faculty and adjunct faculty continue to be well-attended and include the Teaching with Technology program, Blackboard workshops, and Endnote instructional sessions, ensuring that faculty are fully aware of AU's technological options. CTE workshops dealt with the pedagogically appropriate applications of technology, including a lively Noontime Conversation about using email, computers, and other technologies in a civil and supportive manner in the classroom, and a Social Science Research Lab seminar on *Making Better Media Assignments*.



Professor Edward Wasil, the 2006 Scholar-Teacher, leads a discussion about teaching difficult subjects at the 2007 Ann Ferren Teaching Conference.

The percentage of courses using the Blackboard Learning System has continued to rise to 93%. Well-attended workshops on Blackboard features, especially *Linkmaker* and *Gradebook*, have been offered repeatedly. The CTE ran 31 video conferences during AY2006-2007 including more than 1,000 participants, 450 of which were AU faculty and students. Faculty and students increased their involvement in Podcasting. CTE staff trained students in the School of International Service's Leadership Gateway class, with an enrollment of about 450 students, to use an open source audio application by which they created through small groups 10-minute public service announcements as podcasts, complete with music, voice-over narration, and sound effects. The CTE also developed an innovative program that employed a new cadre of undergraduate students hired as Student Technology Assistance Resources (STARS) based in Hughes Hall. Based on the success of last year's venture the CTE hopes to expand the STARS program.

Each of the schools and colleges also fosters the advancement of innovative teaching in relation to **technology, engagement, and international contexts**. Examples from some of the academic units illustrate the range of instruction that can be found throughout the university curriculum and the work of the faculty. School of Communication faculty are



Catalyst, AU's student-run science magazine supervised by biology professor Chris Tudge, won a 2007 Award for Publication Excellence for its fall 2006 issue, which featured a cover shot of three biology graduate students posing as Charlie's Angels. The magazine is known for staging recreations of famous movie scenes on its covers.

leading the way in digital journalism. SOC faculty created online training materials to help 5,500 Gannett writers and editors in the radical transformation of the nation's largest news company, and they also conducted other workshops and seminars for journalists related to digital journalism. The College of Arts and Sciences hired two new Chinese language instructors from CAS's Beijing program to teach at AU for a year in order to provide better coordination of language teaching between the two sites. They lived at Tenley campus, taught courses, and worked with students outside the curriculum. The project was very successful and will be repeated in the coming year. Whether through podcasting, international class trips, or dinners with one of AU's faculty-in-residence, our faculty are using technology innovatively, engaging students creatively, and broadening the classroom globally in countless meaningful ways.

The section below on **distance education** provides further examples of the innovative use of technology with teaching. The section below on the **University College** illustrates intense engagement within the undergraduate curriculum. And the discussion above about **study abroad** presents further examples of our efforts to promote an international context for instruction.

Goal: *Develop ways to increase interest in summer programming and distance education/hybrid models of delivery.*

The “Looking Ahead” section of the provost’s AY 2005-2006 Annual Report discussed concerns about declining enrollments and missed budget projections for recent summer sessions, while noting growing success with the distance education program. To address these concerns and to consider further opportunities, the provost charged a **Summer Working Group** to conduct a sweeping review of the summer session. The working group examined multi-year enrollment and revenue data, benchmarked competitors, studied relevant university policies, and developed recommendations about pricing, policy, marketing, and delivery. The working group’s report contained more than 25 recommendations that touched upon administrative structure, differential pricing, permits to study abroad and elsewhere, improved advising and course offerings, new programs for emerging markets, distance learning programs, and faculty issues. The following specific actions were among the changes implemented for summer 2007, including several that were recommended by the committee:

- Tuition rates for all summer courses in 2007 and 2008 are being kept at summer 2006 levels to maintain competitiveness in the DC market;
- A discounted Tuition + Housing package called “The Big Deal” (at right) was developed in conjunction with the Housing and Dining office;
- Tuition rate for all distance learning courses remained unchanged for the 4th year, providing a discount of 25% to 30% below regular undergraduate and graduate tuition rates;
- Improved and expanded marketing initiatives for both summer and distance learning programs (developed new brochures and new design for summer and distance education Web sites);
- Revised permit to study elsewhere policies, limiting the number of courses students can take outside of their AU programs and eliminating transfer credits from 2-year institutions after enrolling at AU;
- Continued distance learning course development grants for faculty (added 8 new distance learning courses making a total of 25 courses offered online).



These initiatives appear to have had a positive effect on summer sessions, as evidenced by this **summer’s strong enrollment performance**. Robust enrollments in the distance education courses continued the successful trend of our **distance education program**. **Study abroad** summer enrollments also exceeded target. It is also worth noting that summer academic **programs for high school students** continue to grow solidly. Our different relationships with the National Student Leadership

Conference (on the main campus) and Lead America (at the Tenley Campus) have expanded, and the School of Communication's Discover Communication program has exceeded expectations this summer.

The continued success of our **distance education program** is receiving growing attention. Heightened focus was placed upon it this past year, and we plan to press this horizon in more innovative ways in the year ahead. In AY 2006-2007, the Center for Teaching Excellence increased its role in providing faculty training and support for podcasting and videoconferencing, and the concept of "hybrid delivery" models that blend distance ed and in-class modes of learning was explored and developed further. The Kogod School of Business led this effort with a "white paper" that articulated the rationale and overall strategy for this approach. Kogod offered two new hybrid courses this summer, both of which had large enrollments, suggesting a high level of interest for this type of delivery. Kogod has also developed a plan to move the entire part-time MBA core to the hybrid model, with the first two courses set to roll out this fall along with other hybrid applications in support of the MBA Career Management curriculum and Business 1.0. A hybrid and distance learning module on Blackboard was also used by the Career Center to help international students find internships prior to arriving on campus. Distance education is discussed further in the Looking Ahead section of this report.



University Goal: ***DIVERSITY***

Provost Goal: *The Office of the Provost and the units reporting to the provost will promote diversity through the following specific goals:*

Goal: *Harness the university's international diversity to support our recruitment of international students.*

The Office of Enrollment took a new strategic tack in AY 2006-2007 to bolster its **recruitment of international students**. A combination of initiatives—a reallocation of funds, the upgrading of a staff position, increased international travel and personal contacts, and new collaborations between international admissions, International Student and Scholar Services (ISSS), and the academic units—produced compelling results: increases in international applications (both permanent residents and non-permanent resident international students), the number of international students offered admission, and the number of international students whom we look forward to welcoming in fall 2007.



A new **joint initiative** between the Office of Enrollment and ISSS illustrates a specific way that the university harnessed its international diversity to support the recruitment of international students. The international admissions staff worked alongside the AU Diplomats, a volunteer organization comprised of current AU international students, on a call campaign to reach out to admitted international students.

In February 2007, the Admissions Office welcomed its **new international admissions director**, Evelyn Levinson, who is a national leader and expert in the area of international education and recruitment. Ms. Levinson came to AU from the University of South Florida where she directed its international admissions program. She has developed a strategic recruitment plan that is already being implemented.

The Office of Enrollment created a conditional admission category to extend an opportunity to students who are otherwise eligible for admission but who need support in achieving English language proficiency. Furthermore, the office reassessed testing policies for international students. The SAT is no longer required for students educated outside the United States, regardless of citizenship, although language proficiency testing is still required.

In fall 2006, a **Language Proficiency Working Group** was convened and charged with developing a plan for creating a language proficiency initiative that would support our recruitment of international students and promote continuous improvement towards completion of their academic programs. Upon reviewing several language support models at other universities with significant international student populations, and considering American University's culture and demographic character, the working group determined

that an English Language Support Program at AU should be established. To that end, the university took the following steps this past year:

- Contracted with an intensive English program (IEP) provider—ELS Centers—which will be our recommended provider for international student applicants needing language proficiency training or preparation for TOEFL/IELTS exams;
- Instituted a conditional letter of admission (CLA) category for those academically qualified students needing to improve their English proficiency in conjunction with ELS Center (as noted above);
- And began to develop bridge programs for currently enrolled international students needing language enhancements and academic programs through joint efforts of the CAS Writing Center, Academic Support Services, and International Student and Scholars Services.

In addition to the above initiatives, the Office of the Provost, Abroad at AU, and the Washington Semester also developed a **new International Certificate with Academic English** program to enhance international student recruitment. In conjunction with our new partnership with ELS Centers, students interested in coming to AU for a semester or a year



but whose English proficiency is below our minimum requirement may complete the intensive English program first, and then move on to either WSP or AAU. This program addresses a need expressed by many international students from our partner schools abroad.

The dean of academic affairs (DAA) along with the Office of Sponsored Programs (OSP) and the Office of International Student and Scholar Services (ISSS) piloted a program intended to increase the number of **graduate students with Fulbright awards** at AU. Funding was supplied by the DAA from the graduate financial aid pool. OSP and ISSS approached the Institute of International Education in New York and AmidEast in Washington with plans for increasing second-year funding for Fulbright scholars at AU. Recommendations are forthcoming about the effectiveness of this initiative and possible reconfiguration of the package to make the resource even more appealing to Fulbright-referring agencies.

Goal: *Continue to diversify the faculty with high quality new tenure-track hires.*

Through the efforts of the schools and colleges and the dean of academic affairs, the university hired an exceptionally talented **cohort of new faculty** who bring with them unprecedented levels of prior experience, prestigious graduate school backgrounds, and advanced rank with years of credit. The new faculty hiring continued to advance the institution's goals to maintain high standards and diversify the faculty. Of the 28 new tenure and tenure-track faculty hired in the past year, 22% were minorities (6) and 57% were

women (16). A contributing factor to any slight decline in numbers of diverse hires must be the rank at which we have hired faculty. In both AY 2004-2005 and 2005-2006, only four faculty members were hired at the rank of associate or higher. In the past year, eight faculty members were hired at the associate rank or above. In the process, we are addressing both goals of high quality and diverse faculty.

Goal: *Promote the university's values of inclusion through innovative academic programming.*

Academic programming that promotes the university's values of inclusion infuses curricula and co-curricular activities, whether through General Education core courses, graduate travel seminars, recruitment efforts, or special events. In addition to the programming already embedded throughout the curriculum and co-curricular activities, the academic units continued to initiate new and innovative academic programming this past year. Some **examples** illustrate these kinds of initiatives.

- The **College of Arts and Sciences** established new foreign language minors in Chinese, Arabic, and Italian and a new jointly administered program with the business school in Business Administration and Language and Culture Studies ("BLC").
- The **Kogod School of Business** established the new BLC major, increased the number of Kogod students studying abroad in AY 2006-2007 by 79% (over AY 2005-2006), and piloted with the School of International Service a new graduate travel course to India.
- The **School of Communication's** Center for Social Media held an Arab Public Media series, introducing an international perspective to public media, and for Black History Month SOC worked with the Office of Multicultural Affairs to screen *Eyes on the Prize II—A Nation of Law?*, for which the filmmaker, SOC professor Louis Massiah, led a discussion.
- The **School of International Service** stepped up its efforts to recruit an even more diverse student body through systematic use of alumni across the world, special information sessions at targeted institutions and locations both in the US and abroad, and participation in recruitment tours across the globe.
- The **School of Public Affairs** increased its outreach strategies to increase the diversity of its graduate student applicant pool, which resulted in an 18% increase in graduate applications; the School also established a relationship with the Korean Civil Service Commission for mid-career executives who will enroll in SPA's MPA program.
- The **Washington College of Law** built upon its ranking among the top 15 most diverse ABA-accredited law schools in the nation, and the most diverse law school in the DC area; this past year's entering class had 35% minority representation in the full-time division and 29% in the part-time division.
- The **Office of Enrollment** expanded its Multicultural Overnight bus trip to include stops in Philadelphia and Baltimore, and the conversion rate increased.

- The **Washington Semester Program** increased its recruitment of international students for fall 2007, reached new agreements with a number of select historically African American colleges, and hired a new director of the American Indian Program (WINS), whose advisory board was reconstituted with an energetic group of American Indian professionals.
- The **University Library** sponsored a number of exhibits and events promoting issues of diversity and inclusiveness, including a Constitution Day event—“Checks and Balances: Classified Information Versus the Public’s Right to Know,” an exhibit “Women Strike for Peace,” and the fall Celebrating Scholarship event, which included honorees whose works addressed these issues.



Participants in the University Library’s Celebrating Scholarship event, sponsored by the Friends of the AU Library, included (left to right), Professors David Pike (Literature), Margaret Smith (Washington Semester), and George Aiyttay (Economics), and acting university librarian Diana Vogelsong

Other initiatives and efforts in support of the university’s values of inclusion are described throughout this report.

University Goal: ***INTERCONNECTIONS AND COLLABORATION***

Provost Goal: *The Office of the Provost and the units reporting to the provost will promote interconnections and collaboration through the following specific goals:*

Goal: *Integrate the offices of AUA and AAU within the academic units.*

In August 2006, after extensive consultation and consideration, the **study abroad programs**—AU Abroad (AUA) and Abroad at AU (AAU)—were transferred from the Office of International Affairs (OIA) to the Office of the Provost. Study abroad



opportunities grew significantly while the programs were housed within OIA. With the reorganization within academic affairs, study abroad could advance more readily to the next stage of its academic development: integrating with the curriculum, increasing faculty engagement, and assessing learning and program outcomes. Integrating the offices of AUA and AAU within the academic division would be key to facilitating these objectives. To that end, the director of AUA and AAU joined the Provost's Council and the offices of AUA and AAU took the following steps in AY 2006-2007:

- Established two advisory committees for AUA (Faculty Advisory Committee to oversee and prioritize new program development for AUA; Faculty Committee for Curriculum Integration of Study Abroad, which began strategic development);
- Developed strategy to improve AUA advising for all academic majors and began implementation, and increased communication and collaboration with academic advising teams in all units;
- Designed and implemented annual summer staff training session for all interested AU staff entitled “AU Abroad 101”;
- Worked more closely with international admissions on recruitment and promotional activities;
- Promoted the Washington Semester Program (WSP) and degree study at AU when recruiting for AAU;
- Worked with the Office of the Provost and WSP to develop and implement a new international certificate with academic English component for AAU and WSP;
- Worked closely with appropriate academic units to establish new programs and partners in Rabat, London, Madrid, Rome, and Japan.



These new measures helped the integration to go smoothly and contributed to another banner year for AUA and AAU. **Enrollments in study abroad** increased across the

board by 13.6%. Of particular note are the increases in the targeted areas of summer enrollments (42%), summer language immersion enrollment (63%), and enrollment of majors in KSB (32%) and mathematics/natural sciences (111%). The latest Institute for International Education Open Doors Report **ranks AU 8th in the US** among doctoral institutions in terms of percentage of students studying abroad. Abroad at AU saw an increase of over 100% in enrollment in 2006-2007, with 84 participants. The students were a diverse and talented group from 25 university partners in 15 countries. Seven new agreements with partner universities were signed in AY 2006-2007 and negotiations are underway with six additional new university partners for AY 2007-2008.

Goal: *Increase the number of international undergraduate students in the fall 2007 entering class through a cooperative effort involving the Office of Enrollment Services, the Office of International Affairs, the Office of Campus Life, and the academic units.*

As noted above, the university significantly bolstered its efforts to recruit international students through cross-campus collaborations. These included the call campaign involving the AU Diplomats and new efforts to support the academic units by recruiting graduate students as well, including through AU's participation in international educational tours and the university's hosting of a special event at the annual NASFA conference. The various initiatives helped to produce compelling results, as noted earlier: an increase in international applications (both permanent residents and non-permanent resident international students) over last year, the number of international students offered admission, and the number of international students whom we look forward to welcoming in fall 2007.

Goal: *Develop interdisciplinary graduate programs.*

This past year the schools and colleges undertook several major initiatives to develop **interdisciplinary graduate programs**. Following are some of the products of those endeavors:

- The **Kogod School of Business** developed 10 new 15-credit hour graduate business certificates designed for current AU students in business and other disciplines, as well as for working professionals, and implemented the new LLM/MBA dual degree, which is the first program offered in the US and the second in the world.
- The **School of Communication** and the **School of International Service** developed a new jointly administered MA in International Media for fall 2007;
- The **School of Public Affairs** developed an interdisciplinary graduate Certificate in Non-Profit Management, which is hosted by SPA but draws on courses from across the main campus academic units.



- International programs developed by the schools and colleges included relationships with institutions in Japan, Germany, Kuwait, Korea.

In addition to the above programs that were developed, several other programs are under serious discussion, including possibilities in science journalism and program alignments between the School of Public Affairs and the law school, the business school, and the School of Communication.

Although this goal focused on graduate programs, it is worth noting a number of new developments for interdisciplinary undergraduate programs. They include the following:

- The **Kogod School of Business** and the **School of International Service** fashioned and promoted a new double major option.
- The **Kogod School of Business** and the **College of Arts and Sciences** established a joint degree in Business Administration and Language and Culture Studies.
- The **School of Communication** graduated its first class of SOC majors with minors in marketing (15% of SOC's 2007 graduating class), as a result of its collaboration with the **Kogod School of Business**.

To help further advance the development of interdisciplinary and cross-unit programs, this upcoming academic year we will be examining our academic regulations, policies, and procedures related to joint and dual degrees in light of these kinds of innovative opportunities, including those with partner institutions abroad.

Goal: *Implement fully the Noel-Levitz models for undergraduate admissions.*

The provost's AY 2005-2006 Annual Report discussed an initiative that engaged the Noel-Levitz consulting firm to assist the university in strategic decision-making for the awarding of financial aid to enhance recruitment. Building on this effort's success in the previous academic year, the Office of Enrollment continued to implement the models for undergraduate admissions through numerous actions. The results were disappointing. Ultimately, the admissions and financial aid decisions we make for the entering class of fall 2008 will be based on parameters agreed to by the president and the provost on the quality of the class, the distribution of students among the schools and colleges, and other considerations.

Goal: *Receive report of the Retention Working Group and begin implementation of their recommendations.*

As described in the AY 2005-2006 Annual Report, the provost charged a **Retention Working Group** in November 2005 to analyze and understand the major factors affecting undergraduate retention at American University, to develop strategies that can improve retention, and to formulate a sustainable plan for tracking and assessing these efforts. In December 2006 the working group issued a comprehensive report to the provost. As a supplement to the report, the Student Life and Academic Engagement Committee of the

Faculty Senate, chaired by Professor Ira Klein, developed a lengthy document that provided additional perspectives on how AU can advance in this area.

The working group's report notes that compared with other universities AU does reasonably well retaining students to sophomore year, with recent rates in the high 80 percents. The recent graduation rates are in the mid 60 percents for the four-year rates and about 70 percent for the six-year rates. Though our graduation rates are on track with, or even slightly greater than, what would be expected from our sophomore year retention rates, we can do better.

Based on its study, the working group believes firmly that more students at AU should and can stay to graduate. The working group contends that the university can raise its sophomore retention rates to at or near 90 percent in the next several years and its retention to graduation in six years to at or near 80 percent (a challenging but attainable goal). To that end, the report set forth the following **recommendations:**

1. Communicate a clear message about AU's academic excellence and commitment to undergraduate students and their education;
2. Expand AU learning communities, based on continued assessment of University College retention rates and further assessment of other learning communities on campus;
3. Increase special learning opportunities after freshman year to increase student engagement;
4. Increase student engagement efforts by bolstering community building across the campus;
5. Provide wider faculty/staff retention training and strengthen faculty involvement in retention-specific efforts;
6. Establish a Retention Resource Center to serve as a central place for retention data collection, provide information on retention, and serve as a catalyst for resolving systemic barriers to student engagement; establish a university-wide project team or working group on retention to work with the Retention Resource Center; and
7. Share best practices across the university: Institute a regular cross campus forum or conference for sharing best retention practices.

In light of the report's recommendations and other considerations, a number of initial steps were taken this past spring to **advance our retention efforts:**

- The Board of Trustees approved a special budget request of \$100,000 for the FY 08-09 budget cycle for retention purposes.



Anthropology student Mary Kapsak presenting at the 2007 University Honors Capstone Conference

- The provost hosted a special full day of meetings at AU with the former provost of Syracuse University (Deborah Freund) and the current vice chancellor of student services (Barry Wells), which included more than 60 faculty and staff to discuss retention issues and the successful experiences of Syracuse University in significantly improving its retention rates.
- The provost dedicated part of the Provost's Council Retreat to a discussion about retention, specifically relating to learning communities, undergraduate research, and the structure of a retention program.

Over the next couple of months, the provost will be formulating a strategy for moving forward with a retention plan that takes into account the working group's recommendations. Implementing this strategy and related initiatives to improving retention will be a major priority for the year ahead. This is discussed further in the section, Looking Ahead.

Goal: *Develop process improvements for functions that involve multiple units.*

Maximizing operational efficiency is an ongoing goal and inefficient operations will continue to be targeted for restructuring or improvement, especially as they relate to university priorities. The academic affairs division has substantially increased operational efficiency through numerous actions in the past year, which will enhance educational quality and the delivery of service, as well as reduce costs. These process improvements are detailed in the individual unit reports. Following are some **highlights** from various academic offices and the schools/colleges.

Office of the Registrar

Through technology management, in particular the automation of numerous processes, the Registrar's Office continues to lead the way in implementing operational efficiencies that improve customer services and free-up more time for faculty and staff to attend to more critical student concerns. **Process improvements** by the Office of the Registrar, many in collaboration with the Office of Information Technology, include the following:

- Eliminated the need for duplicate course sections for General Education program courses;
- Converted all master's programs to DARS (Degree Audit Reporting System);
- Implemented the revised Student Evaluation of Teaching Survey (SET) beginning Fall 2006;
- Enhanced Colleague and web-registration rules so that they are in compliance with INS regulations for international students who should not drop below full-time;
- Enhanced the "Student Snapshot" on the portal to include a warning message to students not to double count repeated courses;
- Improved the automated grade change process to include changes from IP grades to a final grade;
- Enhanced the Early Warning process to support academic advising and university retention efforts;

- Implemented web-registration alert for students receiving financial aid who attempt to drop below full-time;
- Enhanced Advising Wizard and developed EagleData reports to meet the reporting needs of academic advising;
- Implemented the new Customer Experience Initiative Team (CEIT) “Passport,” which documents student referrals to other units and provides information to help streamline processes.

Office of Enrollment

To keep pace with the increasing demands on the enrollment operation associated with managing the much higher volume of freshman applications, which requires greater data entry, document imaging, mailings, and travel, the Office of Enrollment continued to work efficiently using technology and other creative strategies to “do more with the same amount,” all accomplished without a sacrifice in quality or an addition of staff or funds. These **efficiencies** included the following:

- Maximized automation in document processing by imaging most application documents (over 91% of undergraduate applications have been received and loaded electronically);
- Increased utilization by new students of the online enrollment agreements;
- Used new blogging software to move blogs from static web pages to a format that auto archives posts from the blogger and allows comments from readers, which is key to helping create community online;
- Contracted to provide Instant Chat to AU’s website visitors for AY 2007-2008 cycle (Instant Chat is for one-on-one conversations between the visitor and the operator; the dynamic software records a transcript of the dialogue which is also available to the prospect);
- Launched AU’s own online community—AU Links (This site allows new students to have “conversations” by posting comments; to date, close to 400 members of the incoming freshman class have submitted postings and that number grows daily; groups centered around academic interests have also developed.).

Other Offices, Centers, and Academic Units

Other offices, centers, and academic units undertook a number of substantial initiatives and reorganizations this past year, which increased efficiency, effectiveness, and interconnectedness. Following is a short list of examples of those efforts:

- The **Career Center** and the **Kogod School of Business** integrated the business school into AU’s *CareerWeb*, the first step in the transition of undergraduate career services to Kogod and part of a streamlining of processes; and the **Career Center** launched four new online tools that assisted students and increased efficiency;



Nearly 840 students took advantage of the opportunity to meet with 154 employers drawn to the Career Center’s 2007 Spring Job and Internship Fair.

- The **Office of the Provost** provided leading support to the newly formed Textbook Adoption Committee, which undertook several initiatives to improve the textbook adoption process;
- The **Office of Sponsored Programs** conducted the first ever faculty-wide survey of the sponsored programs process at AU and developed a strategic planning document that is under review;
- The **Office of Enrollment and the academic units** worked collaboratively on several initiatives that helped to improve the effectiveness of recruitment operations, including processing mailings of school/college brochures with personalized and customized letters from each dean to all admitted students, identifying Admissions liaisons to help facilitate coordination and information sharing between Admissions and the academic units, enabling the main campus school/college **deans to** participate in regional spring receptions, and through the **Enrollment Working Group** modifying on-campus programming and recruitment practices.
- **Reorganizations and restructuring** of administrative staff positions to promote operational efficiencies in virtually every unit in academic affairs happened during the past year.



AU's student actors perform *They Shoot Horses, Don't They?* In December 2006, AU was the first American university to participate in the Seventh International Theatre Festival in Yaroslavl, Russia, home of the country's oldest professional theatre, the 256-year-old Volkov Theatre.

University Goal: *CAMPAIGN*

Provost Goal: *The leadership of the units that comprise academic affairs will further specify the Campaign goals for their areas and set and achieve objectives for AY2006-2007 in the areas of fundraising and alumni development in collaboration and agreement with the senior director of development.*

Fundraising efforts by the academic units continued at a strong pace. In FY07 the schools, colleges, and the University Library advanced their campaigns by **\$10,296,170** with new gifts and pledges, and brought in **\$8,415,735** in cash from new gifts, pledge payments, and matching gifts. Additional gifts to general university scholarship funds and other central programs generated more than **\$3,545,870** in campaign growth. New hires of senior development staff were made in four units. The deans continued aggressive travel and visit schedules, expanding their outreach to prospective donors throughout the country. We are anticipating that with a permanent president now in place the year ahead will be even more successful.



Kogod alumni present to Dean Richard Durand (far right) a check of \$16,000 towards the \$25,000 naming of a room in the Kogod Building.



President Dwight D. Eisenhower breaks ground for the new SIS Building, June 9, 1957

Plans for several major building projects proceeded on course during AY 2006-2007. Construction to renovate the former New Lecture Hall into new classrooms for **the Kogod School of Business** began this past spring. The District of Columbia gave zoning approval for the **School of Communication's** planned renovations of the McKinley Building. Ground breaking for the new SIS Building is anticipated in early fall 2007. In preparation for that occasion, the **School of International Service** celebrated two important 50th anniversaries this past year: **Dr. Abdul Aziz Said's 50 years** on the SIS faculty and the **50th anniversary** of the ground breaking of the SIS Building. And in its second year of operation, the **American University Museum and the Katzen Arts Center** brought more than 20,000 visitors to the museum, supported by a corps of more than 60 volunteers from the community.

With much of the *AnewAU* campaign dedicated to academic needs, the deans of the schools and colleges and the university librarian continue to work closely with the development leadership in pursuing their unit's objectives for fundraising and alumni/friend development. The campaign goals continue to be considered matters of the highest priority.

University Goal: ***UNIVERSITY PROFILE***

Provost Goal: *The Office of the Provost and the units reporting to the provost will promote the university profile through the following specific goals:*

Goal: *Play a key role in the leadership of the Web Advisory Committee*

As described in the provost’s AY 2005-2006 Annual Report, SOC Dean Larry Kirkman was asked by the interim president to chair a **Web Advisory Committee**. Dean Kirkman, several members of his staff, and colleagues from other academic units played leading roles in that committee’s work, which began in March 2006. The committee submitted its final report to the interim president in September. The guidance from the report led the university to engage a vendor—HUGE—in helping with a major site redesign. Faculty and staff within the academic division have been actively assisting HUGE and the university with the research and planning leading up to the redesign.

Goal: *Work to develop compelling and fitting messages and materials, particularly with regards to recruitment and the Capital Campaign, that promote the university’s distinctive profile and reputation*

To help promote the university’s distinctive profile and reputation, units within the academic division developed compelling and fitting messages and materials to enhance recruitment and the Capital Campaign. In particular, the academic units devised and implemented robust initiatives that utilized the Web and other technologies, strategically targeted audiences and markets, and created new suites of marketing collaterals. Following are some of the more significant **examples** of these efforts and their outcomes:



- In collaboration with the schools and colleges, the **Office of Enrollment** crafted a completely new and innovative design for the *admissions viewbook* (cover at left) that represents the university more accurately, comprehensively, and positively. The viewbook became available in late July and is receiving extraordinarily positive reactions from everyone who has seen it.
- As noted above, deans, faculty, and staff played leading roles in the **Web Advisory Committee** and the collaboration with HUGE in the efforts to help the university evaluate and revamp its Web presence.

- The **College of Arts and Sciences** produced publicity for more than 25 arts events as well as two half-season brochures mailed to the public. More than 1,600 stories about CAS events, faculty, and students appeared in the media. The American University Museum and the Katzen Arts Center brought more than 20,000 visitors to the museum.



200 young art enthusiasts participated in an arts program called “Kids at the Katzen.”

- The **Kogod School of Business** revised its mission statement, completed a re-branding initiative that included a new visual identity and logo, revamped all e-communications, hired Live Wire Media Relations to assist with public relations efforts that resulted in increased placement of faculty research and accomplishments, and initiated a strategic Integrated Marketing and Communications planning to support recruiting efforts.
- The **School of Communication** developed a campaign creative brief with key messages and collaterals, raised SOC’s profile by showcasing the school’s faculty, students, and alumni through ads, spreads, and tabloids, retained Strategic Media Relations to help place stories about SOC, and will co-host with three professional groups a reception and booth at the Association for Education in Journalism and Mass Communication annual meeting.
- The **School of International Service** redesigned the entire SIS Web site in fall 2006 to prepare for the new recruitment cycle, promoted the exceptional achievements of its numerous student merit award recipients and faculty who received prominent awards, and, as discussed earlier, the school celebrated two important half-century anniversaries.
- The **School of Public Affairs** organized a robust agenda of extracurricular scholarly activities, revitalized its Roger W. Jones Award, redesigned its Web site and that of several of its programs, and it sent its glossy newsletter to over 17,000 alumni, parents, peers, and national media.

- The **Washington College of Law** offered more than 80 events, with approximately 800 speakers (including leading figures on the subjects at hand), which attracted nearly 6,000 attendees from around the nation and world and included dozens of distinguished cosponsors; as well, the school continued to enhance its legal education and global reach through its podcasts and webcasts.



Panelists at the 10th Annual Hispanic Law Conference at Washington College of Law (WCL) included, left to right, Jorge Kamine of the World Bank; Sergio Garcia, U.S. Department of State; Mauricio Vivero, executive director, AYUDA; Mai Fernandez, Latin-American Youth Center; and WCL professor Angelique Ortega Friedman.

- The **Career Center** has begun to put success stories on its Web site; the **Office of Merit Awards** has begun to disseminate news about student accomplishments and its director will be the next president of the National Association of Fellowship Advisors; and the Career Center is a key player in the university's partnership with the Brookings Institution's Initiative on International Volunteering and Service, which is putting AU in the spotlight among elected officials, corporations, government agencies, and NGOs.
- Augmenting the aggressive marketing by individual academic units, the **dean of academic affairs**, in collaboration with the Office of the President and the University Communications and Marketing office, developed a short-duration, high-intensity marketing campaign targeting potential graduate students in the metropolitan Washington, DC area. This team developed a print and online concept that tags AU's graduate programs for "people with purpose." Media buys included, washingtonpost.com, the *Express*, and Metro kiosks and rail cars. Because of the one-time nature of the campaign, complete assessment was not possible. Graduate enrollments, however, have increased for fall 2007.

Goal: *Meet all quantitative and qualitative objectives established for freshman, transfer and mentorship classes entering in fall 2007.*

The AY 2006-2007 recruitment cycle began on a high note with a 29% increase in freshman inquiries and a 5% increase in applications for freshman admission. Attendance at on-campus visit programs increased substantially; the quality of the applicant and admit pools increased slightly compared to last year; and the admit rate held at 53%. Despite these and other factors, the fall freshman enrollment target was not met due to a drop in the conversion rate. The quality of the entering class remains very strong. Mentorship goals have been met, and it appears as if the full-time transfer enrollment target may be met as well.

The big success story is that the **incoming first-year class can be characterized as one of the most diverse groups in recent history**, with the number of multicultural and international students increasing significantly. To support the goal of increasing the **diversity** of the incoming class, the Financial Aid Office undertook a number of initiatives, including increasing institutional expenditures over last year.



Thirteen percent (13%) of the incoming class is participating in the University Honors Program. The class of 2011 has maintained the distinction of having the highest GPA while showing an 8-point increase in the SAT for the enrolled regular decision class.

Goal: *Meet all quantitative and qualitative objectives established for graduate programs set forth in the plans developed by the schools and colleges and approved by the provost and president and reviewed by the Board of Trustees.*

Entering qualifications of our incoming **graduate students** have continued to improve during the four-year planning period. The undergraduate GPA of master's students has risen from 3.34 in fall 2003 to 3.40 in fall 2006; the average GRE Verbal score was 520 in fall 2003 and is now 530 (fall 2006); and the GRE Quantitative score increased from 576 to 586 (for the same 2003 to 2006 period). Qualitative measurements for entering doctoral students also show an overall improvement. The average GRE Verbal was 570 (compared to 566 in fall 2003), and the average GRE Quantitative jumped to 667 (compared to 639 in fall 2003). The following reports from the schools/colleges provide snapshots of the past year and, in some cases, what they anticipate for this fall.

- The **College of Arts and Sciences** is on track to meet the goals set in the most recent graduate program review. The overall numerical goals for new graduate students were achieved and exceeded one year early. Although these numbers are significantly supported by the teacher training contracts in the School of Education, Teaching, and Health, more than half of the individual graduate programs have met their enrollment goals and almost all programs have met their GPA goals. Three-quarters have also met their goals for GRE scores.
- The **Kogod School of Business** revised its MBA program, building it around a new team-taught, interdisciplinary MBA course that integrates all functional areas of business, created 10 new graduate certificates, and is terminating its MS in Management. Its MS in Accounting is attracting a significant number of students.
- The **School of Communication** stepped up graduate recruitment efforts—doubling the scope of graduate recruiting initiatives and noting a 108% increase in prospects in the 2006-2007 cycle. The school expects increased enrollments through its weekend programs and the new MA in International Media established for this fall.
- The **School of International Service** reorganized its graduate advising office, which resulted in improvements in advisor-student interactions and registration related procedures.
- The **School of Public Affairs** increased recruitment initiatives and appears to be on target to exceed an increased enrollment target above the original forecast for fall 2007. Yield rates have increased in both the MPA and MPP degree programs.



- Applications from minority students increased as a result of an outreach strategy, and acceptance rates improved for the first-round of graduate financial aid.
- The **Washington College of Law** attracted, once again, a diverse and exceptional student body for its fall 2006 incoming class. The full-time class had a median LSAT score of 162, the highest in the school's history. Thirty-five percent (35%) of incoming students classified themselves as ethnically diverse, and 52% are women.

While it is too early to be certain of the final **graduate enrollment for fall 2007**, preliminary data is very positive.



Pulitzer Prize-winning author Edward P. Jones spoke with MFA students about the writing process before giving a reading as part of the Department of Literature's 2006-2007 Visiting Writers Series.

IV. FURTHER ACTIONS TO IMPLEMENT THE 15 POINT PLAN

In addition to the actions and accomplishments related to the 15 points selected for emphasis in the last year, the academic affairs division continues to work on implementing all the points. What follows is a point-by-point review of progress to date.

Point 1 *We will undertake and complete the largest and most successful fund-raising campaign in AU's history.*

Progress on this point is discussed in the preceding section on the Capital Campaign.

Point 2 *We will become a smaller university of higher quality.*

Progress on this point is discussed in the preceding section on undergraduate enrollment.

Point 3 *The undergraduate experience will become the central focus of the university.*



University College students working together in Professor Jackson's SIS-105 World Politics

The **University College** (UC) emerged from Point 3, and its growing success has led us to expand the pilot and begin thinking about additional learning community models. The second year of the University College pilot was as successful as the first. In AY 2006-2007, 10 faculty members taught 171 students. The University College identity grew not only through the residential bonding of students but through multiple common experiences including an opening reception on move-in day in August for approximately 400 students and family members, a public showing and panel discussion of the film *An Inconvenient Truth*, and a closing transition ceremony.

Assessment feedback from students was highly positive on the communal activities and neighborhood living, with 79% of respondents rating the program's integration of "social, residential, and academic experiences at AU" as a 4 or a 5 on a scale of 5. This represents a jump of almost 26% from the previous year. Comments from focus groups focused on the interaction of student community with learning enhancement. This was also evidenced by survey feedback, in which 85% of students rated their experience in living with the other members of their seminar as positive—an increase of almost 15% over the previous year. Clearly, the experience of the first year of the program has been translated into even better results for the second year—results that are also apparent in the increased GPA of University College students in the semester *after* their seminar ends. This strongly suggests that the experience of the UC students during their first



Professor Caleen Jennings, who teaches the UC seminar, Theatre: Principles, Plays and Performances, works with students to build the set for her play, *Elsewhere in Elsinore*, which premiered in spring 2007

semester at college is helping to prepare them to succeed in subsequent semesters.

Progress on this point is also discussed in the preceding sections on enrollment and retention.

Point 4 *There will be significantly fewer masters and doctoral programs but with much higher academic quality and support.*

Progress on this point is discussed in the preceding sections on graduate enrollment and interdisciplinary graduate programs. Additionally, the Kogod School of Business conducted a review of its MS in Management and moved to terminate it, which the provost just recently approved. The dean of academic affairs continued to reallocate graduate financial aid in steady increments to balance the inputs of generated credit hours and the service obligations of academic units. Two new reforms in the process included an unprecedented reapportionment of awards formerly awarded by the Center for Teaching Excellence and a “brokered” agreement on the means of making such awards, which puts the recruitment of able students back into the hands of academic units and the attachment of those students to CTE a matter of collaboration. As another illustration of the further support of our graduate students, the CTE revitalized its Greenberg Seminar Series for graduate students. New faculty members were recruited and participation increased.

Point 5 *As a smaller university, we will reduce costs and increase operational efficiency.*

Progress on this point is discussed in the preceding section on process improvements, interconnections, and collaborations.

Point 6 *We will add to our reputation as a Washington-based, global university.*

American University, through the Career Center and the Office of International Affairs, has taken the lead on the college component—Campus Engagement—of the **Brookings Initiative on International Volunteering and Service**, a national initiative to double the number of volunteers abroad by 2010. The Career Center has developed a Web site (www.american.edu/careercenter/campusengagement) and has signed up more than 40 other universities to date. The specific goal for AU is to have more visibility as a global, service-based institution nationally and internationally, to make the contacts needed to expand our international volunteer capacity, and to find funding for stipends for AU students who wish to volunteer abroad but cannot afford to do so. Other progress on this point is discussed in the preceding section on the university profile.



Office of Merit Awards staff assistant, Peace Corps alum, and SIS graduate student Anne Hamilton helps launch the Brookings Institution’s national campaign to double the number of U.S. volunteers abroad by 2010

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

Progress on this point is discussed in preceding sections of this report, particularly related to academic excellence.

Point 8 *The number of adjunct faculty will be reduced sharply, with no more than 10% of undergraduate courses taught by adjuncts.*

Reductions in the number of adjunct faculty continue to be made as part of the ongoing work to improve academic quality and the learning experience on both the undergraduate and graduate levels. The primary focus of our efforts over the past five years to reduce adjunct reliance has been in the first two years of the undergraduate experience, and particularly in the General Education Program. The General Education Program continues to assess progress on Point 8. Adjunct rates have begun to move upward after 10 years of steady declines. Success varied across the units, reflecting the different conditions each confronts.



CTE Director John Richardson addresses adjunct faculty in fall 2006

Many factors influence adjunct rates: teaching loads, new program initiatives, additional faculty lines, use of temporary faculty, new faculty categories like multi-year temporary faculty, faculty expertise in specific specialties, and class size. Further study will be required to understand the bigger and more complex questions of emerging issues related to variable course load, class size, and growth of the University College.

Point 9 *We will establish a system of differential teaching and research loads for faculty.*

Progress on this point is discussed in the section on page 50 concerning significant Faculty Senate issues.

Point 10 *The academic advising system will be restructured significantly and will become the single most important administrative service to students.*

The **Academic Advising Council** pursued an ambitious agenda this past year, its first full year up and running with a charge to serve as “a coordinating authority for advising work across the units and to administer and keep current the training programs for advisors.” The work of the council is guided by a steering group made up of representatives from each school/college and a representative from the Office of the Provost, who chairs the council.

Many of the priorities identified by the council involved collaboration with the Office of the Registrar. Much of this work focused on the development of an online Freshman Guide for spring 2008, which will become a completely new way to welcome new first-year students to AU. This online gateway will tailor information for students in a dynamic fashion, walk them through advising more effectively, gather important data that can be analyzed in new ways, and coordinate interactions with the students. In addition to the Registrar's Office and the academic units, the project involves OIT, New Student Programs, Admissions, and other offices. The Advising Council and the Registrar's Office also addressed other process and policy issues, some of which are noted above relating to process improvements by the Registrar's Office. The council and the advising community have begun focusing on the development of training and professional development programs for academic advisors, which is a priority for the year ahead, along with other process improvement initiatives internal to advising and involving other offices.

The schools, colleges, and other offices continued their efforts to enhance academic advising. For example, the **School of International Service** restructured its undergraduate and graduate advising systems; the **Washington College of Law** added a set of intensive workshops and seminars on exam preparation, classroom participation, course selection and career planning; the **School of Public Affairs** piloted a prototype of the online freshman guide; **AU Abroad** implemented a new online system for student appointments; and the **University Honors Program** conducted an evaluation of the effectiveness of its advising program. Initiatives to enhance academic advising are ongoing and will continue to be a focus for the year ahead.



Point 11 *We will enhance our profile as a values-based institution.*



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. As noted below in the section on **Student Achievements**, in keeping with the university's tradition and character, many of the scholarship competitions that our students enter and win are **public service-oriented**, and many of our merit award winners (25) were selected to **study or work abroad**.

Other progress on this point is noted in the section on diversity and inclusion.

Point 13 *A new model of governance will be created to provide a more flexible, consultative, and efficient system of decision-making.*

Progress on this point has been discussed at length in previous annual reports. The model of faculty governance ratified by the faculty in April 2002 has served the university well in dealing with the recent broader governance issues.

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. In many ways, we all exercise support for this goal.



The women's basketball team defeated Navy on the night (January 24) the provost was guest coach.

V. UNIT HIGHLIGHTS, INDIVIDUAL ACHIEVEMENTS, AND OTHER DEVELOPMENTS

Academic Units & Offices

Overviews highlighting the significant activities of each academic unit and office that reports directly to the provost are provided below.

College of Arts and Sciences

New academic programs, special projects, and student and faculty achievements were highlights of the year in the College of Arts and Sciences, with special emphasis on its international profile. A new joint program with the Kogod School of Business combines business and foreign language and will begin in fall 2007. The new minor in Israel Studies had four graduates in May, and new minors in Chinese, Italian, and Arabic were approved. CAS added courses in Portuguese to its language program, and two teachers from AU's program in Beijing taught Chinese on campus this year. CAS faculty and staff worked with the Office of International Affairs and AU Abroad on projects in eleven countries. The AU Museum at the Katzen Arts Center mounted exhibits in conjunction with embassies and other international agencies. Twenty-two students traveled to Russia to perform at the Volkov Theatre in Yaroslavl, and graduate students completed a UNICEF research project on education in Bosnia. Other academic initiatives included implementation of the recommendations of the Mathematics Task Force, a new course on US higher education for international students, and additional capstone options for undergraduates. The annual Robyn Rafferty Mathias Student Research Conference and discipline-specific research presentations in several departments featured the work of undergraduate and graduate students in all fields. Contracts for teacher education with the DC Public Schools, Teach for America, and the US Department of Education strengthened the College's contributions to the local community. Performances and exhibits at the Katzen Arts Center and Greenberg Theatre brought increased audiences and volunteers to campus. Fourteen new faculty members were hired and four junior faculty were awarded tenure and promotion. The School of Education, Teaching, and Health received strong support at the exit interview after the NCATE re-accreditation visit. CAS continued to raise funds for academic programs and scholarships beyond the achievement of its campaign goal last year.

Kogod School of Business

Over the last two years the Kogod School of Business has been engaged in three broad initiatives consistent with the goals established by the provost and the Board of Trustees: academic excellence, cross-campus collaboration, and external outreach. KSB hired five new faculty members with excellent academic credentials and significant work experience, two in finance and one each in international business, business ethics, and organizational behavior. The School built innovative programs and delivery mechanisms. The faculty and staff established new undergraduate programs with SIS (a double major) and CAS (a jointly administered degree in Business Administration and Language and Culture Studies) and a graduate program with WCL (LLM/MBA). In collaboration with AU Abroad, the School increased the number of KSB students studying abroad by almost 80% and established new exchange agreements in five countries. Kogod enhanced its graduate programs through a number of measures, which added to its product portfolio and made its programs more

attractive in the marketplace and to recruiting companies. The School developed a team-taught, interdisciplinary MBA course integrating all functional areas of business, established 10 new graduate business certificates, and aggressively pursued distance education using a hybrid delivery model that combines synchronous and asynchronous methods. Kogod also launched strategic marketing and communications initiatives ranging from a major re-branding to creating a new messaging platform and refreshed Web site. On the campaign front, KSB has raised almost \$27M and has engaged in a substantive travel schedule to raise “friends and funds,” efforts that should pay off handsomely next year.

School of Communication

The School of Communication continued to see results from investments made over the last five years to increase academic excellence and reputation. SOC's Film and Media Arts division was inducted into CILECT, the International Association of Film and Television Schools, one of only 13 programs in the world and one of only two in the US. Pat Aufderheide, director of the Center for Social Media, received the International Documentary Association Preservation and Scholarship Award and Oxford University Press will publish her introduction to documentary film this fall. MIT Press will publish Kathryn Montgomery's *Generation Digital* in July. Harvard's Shorenstein Center published Chuck Lewis's research on nonprofit journalism. Joe Campbell received AU's Bender Prize and his *The Year That Defined American Journalism* is a finalist for the Tankard Book Award from the Association for Education in Journalism and Mass Communication. Matt Nisbet published an acclaimed article in *Science* and op-ed in *The Washington Post* on framing science controversies. SOC faculty led by Amy Eisman created online training materials for the digital transformation of Gannett, the nation's largest news company. Kogod's minor in marketing attracted 63 SOC students in its second year. SOC and SIS launched a new MA in International Media. SOC's summer high school program doubled in size to 350 students. The Center for Environmental Filmmaking launched *Ecoviews*, an annual special on Maryland Public Television showcasing student documentaries and animations. Two film production courses made a PSA on teen asthma featuring Nicolas Cage that will be distributed nationally to movie theaters and TV stations through the Will Rogers Institute. SOC's mentoring program paired 75 alumni with students to spend a semester exploring careers. The School strengthened its existing partnerships with *The Washington Post*, AFI/Discovery SILVERDOCS, the Newseum, and the Center for Public Integrity. As AU trustees allocated \$25 million in the budget to renovate the McKinley building, and DC gave zoning approval, SOC produced fundraising materials and made solicitations for almost \$5 million.

School of International Service

During AY 2006-2007, School of International Service students received an extraordinary number of awards, including the 2007 AU President's Award, an NCAA national wrestling championship, a Truman Fellowship, and top nation-wide rankings for Presidential Management Fellowships, Fulbright Fellowships, and Boren Graduate Fellowships. SIS faculty received prominent awards, including the Purpose Prize for Creativity (Akbar Ahmed), a United States Institute of Peace Senior Fellowship (Mohammed AbuNimer), and a Fulbright Scholarship (Deborah Brautigam). Books by SIS faculty were published by distinguished university presses, including Oxford, Stanford, and Michigan. SIS bachelor, masters, and doctoral programs all received top rankings in a nation-wide poll of

international relations scholars. The School's fundraising efforts added more than \$3 million to the *AnewAU* capital campaign, and the School made excellent progress toward the fall 2007 ground breaking for the new SIS Building. SIS enrolled a robust number of highly qualified students for all of its degree programs, and it recruited and hired three outstanding scholars for tenure-track positions. These successes were achieved while SIS's revenue exceeded expenses by more than \$20 million, including the generation of more than \$2 million by SIS Institutes.

School of Public Affairs

During AY 2006-2007, the School of Public Affairs enjoyed particular successes in faculty accomplishments, curricular innovations, enrollment, and external relations. SPA faculty, who won a dozen major awards recognizing their scholarly achievements, published 18 books and over five-dozen articles and chapters. SPA faculty and staff organized over two-dozen guest lectures, symposia, and conferences and brought in over \$2.5 million in new grants and sponsored research contracts. The faculty introduced important curricular innovations, including several new collaborative programs: a new interdisciplinary Certificate in Non-Profit Management and four joint programs with the Washington College of Law. The Department of Public Administration and Policy reviewed its MPP, MPA, and Key Executive MPA programs as part of its self-study for reaccreditation, and the Department of Justice, Law and Society completed revisions of both its undergraduate majors. SPA continued to attract highly qualified students to both its graduate and undergraduate programs, increasing the yield for both the MPA and MPP degrees and the diversity of the incoming class. Major improvements in the SPA Web site and expanded circulation of the SPA newsletter strengthened the School's external relations. SPA continues to be a leader in web development, employing streaming video, podcasts, iTunes, and other technologies. The School made major progress in the *AnewAU* campaign, expanded outreach to alumni, and reorganized the alumni association into the Alumni Career Committees, connecting SPA alums with SPA students interested in similar professions.

Washington College of Law

The Washington College of Law continued to advance its mission through academic, programmatic, and public-service related achievements this past year. The law school offered more than 80 events, with approximately 800 speakers (including leading figures on the subjects at hand), which attracted nearly 6,000 attendees including lawyers, judges, scholars, and students from around the nation and the world and involved collaborations with dozens of distinguished cosponsors, such as the American Society of International Law, Citigroup, and the Inter-American Development Bank, among others. The law school continued to create unique academic programs, such as an integrated first-year curriculum that offers electives (and the important element of choice), three new summer institutes in environmental law, human rights and commercial arbitration, an extensive variety of LLM specializations, including the recent addition of International and Comparative Intellectual Property, and a joint LLM/MBA degree (positioning WCL as the only law school in the nation, and one of two in the world, to offer such a program). The new Summer Program in The Hague on international criminal law involves one of Europe's most prestigious academic institutions in international law, the T.M.C. Asser Institute, and was expanded to accommodate overwhelming student demand. Once again, WCL attracted a diverse and

exceptional student body for the fall incoming class. The entering students attended 188 different undergraduate institutions and speak at least 24 different languages. WCL's longstanding commitment to public service continued to thrive. The law school sends delegations on alternative spring and winter breaks to help communities in great need of assistance. This winter, for instance, WCL sent the largest delegation of any law school in the country (41 individuals) to the Gulf region to provide legal and community service to those still affected by the hurricanes.

University Library

This past academic year marked the library's first full year of effort on the new five-year plan, *The Library as American University's Intellectual Hub; Strategic Plan, 2006-2011*. Significant progress was made on that plan even while the library searched for a permanent university librarian. That national search was completed with the hiring of William A. Mayer, formerly of George Washington University, who joined the library in August 2007. Library trends that emerged the previous year continued or strengthened in AY 2006-2007. Mirroring national trends, American University continued to shift its periodical and reference collections from print to electronic formats, with 42% of the materials budget now being allocated to these electronic formats. Despite this shift to online resources, use of the library increased by almost 20% as measured by gate counts or people entering the building. Several new initiatives improved service for students, faculty, alumni, and other researchers. Among the most notable of these were the acquisition of a new electronic database, *Academic Search Premiere*, alumni edition; the opening of a new Digital Media Studio to allow students to create multimedia materials and do basic teleconferencing for class projects; the development and announcement of plans to open the library on a 24/5 basis, Sunday through Thursday evening, beginning fall 2007; increased outreach to faculty through a series of new programs; and several facility improvements. Library development efforts were successful with a 23% increase in annual giving, thanks in part to a popular "Honor with Books" program, and two new endowments.

Washington Semester Program

The Washington Semester Program established and developed new programs in AY 2006-2007. WSP implemented a new semester program in international law and organizations with a foreign study component, which attracted large numbers of students, and developed three other semester programs with international travel components that will be initiated in spring 2008: Peace and Conflict Resolution (includes Cyprus/Athens/Istanbul), Israeli Studies (a three week module in Israel), and Contemporary Islam (three weeks in Jordan and Egypt). Course enrollment in the Washington Summer Internship Program increased by 40% (2007) over the previous summer. The Washington Mentorship Program attracted a record number of students in fall 2006 and an even larger group is anticipated to enroll in fall 2007. Additionally, the recruitment of at least 100 international students for fall 2007 will translate into a near full capacity for the Tenley Campus. Several new marketing strategies were designed during the year. New collaboration occurred with AU Abroad and Abroad at AU through the development of a common brochure tied to the new AU program for English language training. Plans are already underway for summer 2008 for new programs and a new marketing strategy with Lead America. The American Indian Program (WINS) hired a new director and the program's advisory board was reconstituted.

AU Abroad and Abroad at AU

Both AU Abroad and Abroad at AU enhanced their programs and increased enrollments during AY 2006-2007, all the while integrating successfully with the academic division after the reorganization in summer 2006. AU Abroad focused on integrating students' study abroad experiences with on-campus curricula and expanding and improving its program offerings. The establishment of two faculty advisory/oversight committees for AU Abroad has maintained academic rigor of study abroad programs and provided greater mechanisms for integration with campus curricula. With the addition of new programs and partners in AY 2006-2007, students may now choose between 105 programs in 34 countries.

Enrollments in study abroad increased across the board by 13.6%. Of particular note were increases in the targeted areas of summer enrollments (42%), summer language immersion enrollment (63%), and enrollment of majors in KSB (32%) and mathematics/natural sciences (111%). Currently, AU ranks 8th in the US among doctoral institutions in terms of percentage of students studying abroad. Enrollment in Abroad at AU increased by more than 100% over AY 2005-2006, with students hailing from 25 university partners in 15 countries. Seven new agreements with partner universities were signed this past year, and negotiations are underway with six additional new university partners for the year ahead.

Dean of Academic Affairs

In an important transition for the office, Haig Mardirosian was named the permanent dean of academic affairs, effective January 1, 2007, after a lengthy search process. During AY 2006-2007, the Office of Academic Affairs helped in the recruitment of an exceptionally able incoming cohort of faculty by means of efficiency, timeliness, and strategic deployment of resources in searches. Individual units in academic affairs experienced measurable change, growth, and effectiveness over the year. The University Honors Program persisted in attracting highly able students while adjusting to new models of financial aid. The Career Center coached a distinguished cohort of scholarship winners, including two Truman scholars for the second time in the history of the university, while implementing considerable technological resources and negotiating new relationships with other units. The Office of Sponsored Programs began reporting (again) to the Dean of Academic Affairs in January 2007, and immediately began improvements to its outreach and client service. This past year was the second most productive year for sponsored research in AU history. The General Education Program continued to administer successful pilot iterations of the University College while still in its leadership transition, which ended with the appointment in April of a new program director, SIS professor Patrick Jackson. Students registered record levels of satisfaction with the pilot University College.

Office of the Registrar

Through technology management, in particular the automation of numerous processes, the Office of the Registrar continues to lead the way in implementing operational efficiencies that improve customer services and free-up more time for faculty and staff to attend to more critical student concerns. Process improvements by the Office of the Registrar, many in collaboration with the Office of Information Technology, are detailed on pages 21-22. The office is dedicated to improving processes and services and understands that even the little things make a big difference.

Center for Teaching Excellence

Since its reorganization in June 2002, the Center for Teaching Excellence has grown in size and services. The CTE now encompasses 17 full-time and more than 50 part-time staff members and manages seven facilities that provide IT and multimedia resources, plus high quality consulting support to hundreds of faculty members and thousands of students each year. In AY 2006-2007 more than 1,000 faculty and nearly 3,000 student participants attended CTE events that focused on linking teaching, learning, and technology. The CTE responded to more than 23,000 requests for classroom technology support and provided AV services to more than 3,000 special events. Laboratory “Seat count hours” (a CTE metric of facility utilization) numbered more than 95,000. Among the CTE’s most important achievements were organizing events around a coherent theme, emphasizing symbiotic technology-pedagogy relationships and new media applications. The CTE sustained and deepened its commitment to ‘good stewardship’ by broadening services and completing plans for an expanded new multimedia facility. The CTE pushed Blackboard utilization above 92%, strengthened assessment of Blackboard use, expanded videoconferencing, and helped to expand distance education. The CTE completed the installation of a new sound system in the Butler Board Room and three other major venues. Goals partially achieved included progress on the CTE’s customer relationship database, plans for a new model classroom, planning for the implementation of Blackboard Release 7, defining a new CTE role in AU’s capital campaign, and developing new AV training programs for faculty members.

Office of Institutional Research and Assessment

The Office of Institutional Research and Assessment was active in a number of significant projects designed to analyze institutional effectiveness. The office administered the freshmen census, two versions of the Graduation Census, and the Campus Climate Survey. It also analyzed the results of the National Survey of Student Engagement and the ‘Your First College Year’ Survey. OIRA collaborated with Campus Life and the Office of Academic Affairs to analyze University College effectiveness, and it worked with the Office of Sponsored Programs, SIS undergraduate advising, the Community Service Center, the Anderson Computing Lab, the Honors Program, the Washington Mentorship Program, the Washington Semester Program, the Alumni Programs, and others to assess unit success. The office served as a resource to the University Budget Committee, the Learning Outcomes and Assessment Committee, and the Retention Committee. It developed surveys to help evaluate the Turnitin pilot and studied faculty load. Over 1,000 individuals from around the world used the office’s *Academic Data Reference Book* as a source of information about the university via the office website. OIRA is also responsible for much of the external reporting for the institution. This year, the office collaborated with academic units to administer the National Research Council’s decennial doctoral program review. It completed dozen’s of external surveys, including reports to the federal government (IPEDS), AAUP, the College Board, Princeton Review and US News. It also assisted in several re-accreditation efforts, including the successful NCATE review. Once again, the director served as a plenary speaker for the Middle States Commissions self-study institute and AU’s self-study was used as an exemplar at the Commissions annual conference.

Office of Enrollment

The AY 2006-2007 recruitment cycle witnessed increases in freshman inquiries, applications, attendance at on-campus visit programs, and the quality of the applicant and admit pools. The big success story of the year is that the incoming first-year class can be characterized as one of the most diverse groups in recent history, with the number of multicultural and international students increasing significantly. Based on these outcomes, the office is reviewing many of its processes, policies, and financial aid packaging. A summary of the Office of Enrollment's activities and outcomes for AY 2006-2007 is discussed on pages 13, 18, 19, and 27 of this report.

Faculty and Student Achievements

Faculty Achievements

American University faculty distinguished themselves in many ways this past year. Following is a **selection** of their professional honors, awards, and appointments:

Akbar S. Ahmed, Received inaugural Purpose Prize, with Judea Pearl; Appointed Non-Resident Visiting Fellow, The Brookings Institution; Appointed Senior Distinguished Fellow for the Hassan Family Foundation; Appointed Senior Fellow for the Case Foundation, Washington, DC

Anna A. Amirkhanyan, Received Maxwell School of Citizenship and Public Affairs Dissertation Prize, Syracuse University; Received Annual Dissertation Honorable Mention Award, National Association of Schools of Public Affairs and Administration

Patricia Aufderheide, Received Preservation and Scholarship Award, International Documentary Association

Naomi S. Baron, Her article “Language by Phone or Speech by Other Means” (1998 *Language and Communication*) was ranked by Elsevier Publishers as one of the five “classic” articles in the area of language and linguistics

Robert Beisner, Received the Robert H. Ferrell Book Prize, Society for the History of American Foreign Relations, and the Arthur Ross Book Award (Silver Medal), Council on Foreign Relations, for *Dean Acheson: A Life in the Cold War* (Oxford University Press, 2006)

John D. Benjamin, Received Advance Studies Prize from the Homer Hoyt Real Estate Institute for the best paper published during 2004 in the *Journal of Real Estate Research*, for coauthored paper “Why Do Households Concentrate Their Wealth in Housing”; Received Best Paper Award in real estate brokerage for coauthored paper “Franchising in Residential Brokerage” (*Journal of Real Estate Research*), American Real Estate Society

Richard R. Bennett, Received the G.W. Muller Award from the Academy of Criminal Justice Sciences for contributions to comparative criminology and criminal justice

W. Joseph Campbell, *The Year That Defined American Journalism* (Routledge, 2006), finalist for the Tankard Book Award, Association for Education in Journalism and Mass Communication

Peter Chinloy, Received Advance Studies Prize from the Homer Hoyt Real Estate Institute for the best paper published during 2004 in the *Journal of Real Estate Research*, for coauthored paper “Why Do Households Concentrate Their Wealth in Housing”; Received Best Paper Award in real estate brokerage for coauthored paper “Franchising in Residential Brokerage” (*Journal of Real Estate Research*), American Real Estate Society

Robert D. Dinerstein, Elected to two-year term, American Bar Association, Council of the Section of Legal Education and Admissions to the Bar

Robert Drummond, Received the Mary Roberts Rhinehart Award for Fiction

Robert F. Durant, Elected Fellow, National Academy of Public Administration; Selected as Editor for Special feature on Theory to Practice, in high ranking *Public Administration Review*

Eric Dussere, Received *The Faulkner Journal's* Jim Hinkle Memorial Prize for Faulkner scholarship for the essay "The Debts of History: Southern Honor, Affirmative Action, and Faulkner's *Intruder in the Dust*"

Larry Engel, Received First Place Gold Award for Best Cinematography in a Documentary (30-60 minutes) for *Gangland Graveyard*, US International Film and Video Festival

Ronald J. Fisher, Installed as a Fellow of the Canadian Psychological Association

Gary Ford, Received the Thomas C. Kinnear award, *Journal of Public Policy and Marketing*, for "The Impact of the Daubert Decision on Survey Research Used in Litigation"

Brian Forst, received Book of the Year Award for *Errors of Justice: Nature, Sources and Remedies*, Academy of Criminal Justice Sciences

Robert K. Goldman, Awarded the Order of the Liberator San Martin at the rank of Commander by the Argentine government for a life time of work in the field of human rights, particularly, his contribution to human rights in Argentina

Claudio Grossman, Awarded the Antonio Jose Irisarri Decoration in the grade of "Comendador" from the government of Guatemala for contributions to human rights; Unanimously reelected Vice Chair of the United Nations Committee against Torture

Leena Jayaswal, Received Best Selected Juror Film Award for *An Impression: Dischord Records*, 2nd Annual Small International Film Festival, Berkeley Art Center, Berkeley, CA

Helen Langa, Received award for Excellence in Scholarship for *Radical Art: Printmaking and the Left in 1930s New York* (University of California Press 2004), by the Southeastern College Art Conference

William M. LeoGrande, Awarded the Martin Diskin Memorial Lectureship by the Latin American Studies Association and OXFAM America

Elliott S. Milstein, Received the Lever Award from the DC Law Students in Court Program, in recognition of work over the course of his career to "leverage" legal services for the poor

Mary Mintz, Elected Vice-Chair/Chair-Elect, Machine-Assisted Reference Section, Reference and User Services Association, American Library Association

Kay Mussell, Received Distinguished Alumni Award, University of Iowa

Karen O'Connor, Received the Joan Fiss Bishop Award for contributions to the advancement of Women in Public Administration, American Society for Public Administration; Received the Manning Dauer Award for outstanding contributions to the profession, Southern Political Science Association

Randall Packer, Received New Media Award, DC Commission on the Arts & Humanities

Gemma Puglisi, Knighted “Cavalieri or Dame” by the Italian Government for her work promoting Italian language and culture

David H. Rosenbloom, Received Best Article Award for “Outsourcing the Constitution and Administrative Law Norms,” *American Review of Public Administration*

Herman Schwartz, Awarded the 2006 Champion of Justice Award by the Alliance for Justice

Victor Selman, Received Best Paper Award for “Management by Ambiguity (MBA): Facing the Information Technology (IT) Challenge,” the IBERS Teaching Learning Conference

Susan Shepler, Received Gail P. Kelly Award for Outstanding Dissertation in Comparative Education, the Comparative and International Education Society

Stephen J. Silvia, Appointed to Senior Advisory Council, American Institute for Contemporary German Studies, Johns Hopkins University

Leonard Steinhorn, Named to The 2011 Council, AARP

Margaret Stogner, Producer and Consultant for King Tut Exhibit, which had the highest number of visitors of any exhibit ever in U.S.

Anthony E. Varona, Received Rising Star Award, Washington Hispanic Bar Association

Vivian Vasquez, Received Outstanding Book of the Year Award for *Negotiating Critical Literacies with Young Children* (Lawrence Erlbaum Associates), American Educational Research Association Division B

Salvador Vidal-Ortiz, Received Paul Monette-Roger Horowitz Dissertation Prize, Center for Lesbian and Gay Studies (City University of New York)

Donald T. Williamson, Received Distinguished Author of Year Award from the Bureau of National Affairs for *The Investment Credit and Cost Segregation* (Bureau of National Affairs)

Student Achievements

American University students, many mentored through the Office of Merit Awards, received **numerous prestigious merit awards and fellowships in AY 2006-2007**. Notably, and in keeping with the university's tradition and character, many of the scholarship competitions are **public service-oriented** and many of our merit award winners (25) were selected to **study or work abroad**. Following is a selection of our student recognitions:



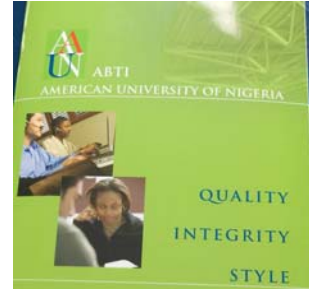
Truman Scholars Anna Carpenter, SIS/CAS, and JoAnna Smith, SPA, with Interim President Neil Kerwin.

- For the third year in a row, AU students were selected as **Harry S. Truman Scholars**, and for only the second time in AU history the university had two winners in one year. Two students were named as scholar recipients and one student was also named a national finalist (Daniel Rogers, SIS/CAS). A booklet of our Truman Scholars since 1978, created for the fall 2006 celebration of AU's designation as a **Truman Foundation Honor Institution**, has been downloaded from the Web more than 2,500 times since the fall.
- AU had eight national finalists for **Fulbright Scholarships**, four of whom were named Scholars (one is an alternate and one is pending), making a total of 22 Fulbright Scholars in three years.
- For another year in a row two AU students won **NSEP/David L. Boren Undergraduate Scholarships**, and seven AU graduate students were awarded **NSEP/David L. Boren Fellowships**.
- AU ranked third in the nation for the **Presidential Management Fellowship (PMF)** competition, dropping slightly from its top-ranked position for the previous two years. Thirty-seven (37) graduate and law students (three more than last year) were selected for the federal government's prestigious two-year program, which puts fellows on the fast track to high-level management positions.
- Three AU students (out of three nominees) were named **Morris K. Udall Scholars**, and four AU students (out of four nominees) were named **Killam Fellows**.
- Three AU students were national finalists for the **Pickering Foreign Affairs Fellowship**, one of whom became a fellow.
- Two AU students were named **Freeman-ASIA Scholars**;
- One AU student was named a **Congress-Bundestag Youth Exchange for Professionals Scholar**;
- Three AU students were awarded **Critical Language Scholarships for Intensive Summer Institutes**;
- School of Communication student Liz Hayes, a women's basketball team point guard, was named **Patriot League Scholar-Athlete of the Year**.

Other Developments

ABTI-American University of Nigeria

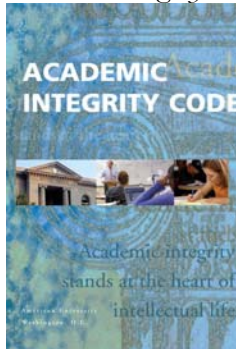
In early February, American University received a visiting team consisting of the provost and deans of **ABTI American University of Nigeria**. In advance of the meetings that focused on curriculum, ABTI faculty sent syllabi for review by our faculty. It was a very successful visit, with much interaction of the ABTI visitors with our deans, directors, and many faculty, as well as with various offices such as the Career Center and Campus Life. The time together deepened ties and will lead to future visits that will help ABTI with other priorities such as developing its library.



India Project

In January 2007, Interim Provost Broder and Vice Presidents Pastor and Myers traveled to **Mumbai, India** to meet with **The Akruiti Foundation**, which is interested in developing an American style university near Mumbai and which financed the trip. Based on what we learned from our meetings with members of the Akruiti board and educational and financial industry representatives, we concluded that this project could have a very positive impact on higher education in India and that if we were involved, our own faculty and students would significantly benefit in many ways. Following a long discussion about India at the AU Board of Trustees meeting in February, we are still waiting to sort out financial issues to see if we can complete a mutually satisfactory arrangement with the Foundation.

Academic Integrity



The academic units undertook several significant initiatives to further promote academic integrity this past year. **Major revisions to the Academic Integrity Code** were approved unanimously by the Faculty Senate and endorsed by the Student Government, after a long and highly consultative review process involving faculty and staff from across the academic division.

Steered by a working group, the Office of the Provost in conjunction with the School of Public Affairs, the College of Arts and Sciences, and the Center for Teaching Excellence conducted a **two-semester pilot** of the “plagiarism prevention” online program **Turnitin.com** to test the potential educational benefits of this program. The pilot involved 17 faculty and more than 1,000 students who tested this program and were surveyed about their experience. The working group’s report on its findings and recommendations is due this summer.

Other initiatives to promote academic integrity included an Honors 101 event (at right), “Welcome to the Family! Intellectual Kinship and the Community of the Mind,” and the development of a framework for an online tutorial relating academic integrity, information literacy, and AU community identity that will be developed and piloted in AY 2007-2008.



Significant Faculty Senate Issues

In addition to the revisions to the Academic Integrity Code mentioned above, the Faculty Senate and interim provost approved **two changes to Academic Regulation 35.00.03 Transfer Credit**, effective fall 2007, delimiting the number of credits (6) that may be transferred once an undergraduate student has matriculated at AU and no longer permitting students to transfer credits from two-year colleges once they have matriculated at AU. In conjunction with this change to the Academic Regulations, the Undergraduate Permit to Study at Another U.S. Institution form was revised and a similar form was created specifically for graduate students who wish to take courses at another U.S. institution.

After periodic discussion over the span of many years, the Faculty Senate **approved a significant change to the *Faculty Manual***, which allows full-time faculty members who serve in a temporary capacity to be appointed to multi-year contracts under particular and limited circumstances. Until now, other than instructors in the College Writing and Language and Foreign Studies, and faculty who teach in the Washington Semester Program, such faculty had served on one-year contracts up to a limit of five years' service.

In response to the argument that some temporary faculty members may offer exceptional benefit to the university as teachers while not choosing to pursue scholarship or creative work sufficient to justify a tenure-track appointment, over the course of several months in spring and fall 2006, Senate debate focused on the merits of a multi-year appointment. A subcommittee of senators worked on developing a proposal and guidelines to be presented to the body to address concerns raised about such appointments that have prevented its implementation in previous debates.

In its final form, Section 8-h of the *Faculty Manual* now says that full-time temporary faculty who reach a fifth year of service may be considered for further contracts of from two to five years. Units must articulate their standards of excellence in teaching as the touchstone for such appointments, and candidates must measure up to that standard. Schools and colleges (and departments in the College of Arts and Sciences) are free to allow multi-year appointments or not. Furthermore, the *Manual* specifies that such appointments carry no implications of tenure and are limited in number to 10 percent of the total of tenured and tenure-track faculty members at the university. Among other procedural regulations not put into the *Manual* is the requirement of an annual report to the Senate from the dean of academic affairs, specifying the number of multi-year temporary faculty and the number of tenured faculty at the university.

A second faculty issue that garnered much discussion was the issue of **variable teaching loads for tenured and tenure-track faculty**. The deans and faculty leaders in the academic units continue to work on various differential teaching load models. Members of the Faculty Senate have asked for data on course load distributions in order to understand the range of faculty workloads. At the April 2007 meeting of the Senate, the provost provided detailed information about course loads over the past three academic years, which showed the distribution of loads between tenured and tenure-track faculty and a reduction in average teaching loads over that period. Additional details were requested and it will be followed up with more data at one of the fall meetings.

As reported last year, the schools and colleges that did not have variable load systems in place took further steps to work on such guidelines. Although SPA was the pioneer in this area, during AY 2006-2007, it took a further step and initiated a program to assist associate professors who have served long term in that rank jump start their research to put them on a path for promotion to full professor. Two faculty members will receive course reductions next year and all untenured, tenure-track faculty members will be on four course loads as well.

Copyright and Intellectual Property Project Team

The provost charged a **university-wide project team** to assist the community's evaluation of ongoing and emerging copyright and intellectual property issues. The project team was chaired by Diana Vogelsong, acting university librarian, and composed of faculty and staff representing a variety of expertise, interests, and organizational areas. The project team was tasked to advise on policy, to foster a climate of innovation, to provide ongoing education to the community, and to give guidance about managing intellectual property rights. The project team produced two significant reports: an evaluation of copyright and allied issues related to the Turnitin pilot, and a draft policy on copyright ownership for American University.



SOC Professor Pat Aufderheide (above) and WCL Professor Peter Jaszi, a member of the copyright project team, received (along with a colleague at Temple University) a \$600,000 grant to create a code of best practices for educators and students on the use of copyrighted material.

Financial Aid Policy

In fall 2006, the Provost's Office initiated discussions with the Office of Enrollment and the academic units concerning the **"120 credit policy"**—the university's financial aid policy since 2005, published in the Terms and Conditions of Award, that set 120 credits as one of the limiting factors (along with four years or eight semesters) for financial aid eligibility. These discussions led to several actions, including the development of a comparative analysis of the policy and a recommendation to change the policy. The provost has approved this policy change, which eliminates the "120 credit" evaluation stipulation and sets the policy as a straight **"4 years/8 semesters"** policy, as it was prior to the "120 credit policy," though with some further clarifications now. The Office of Financial Aid, the Office of the Provost, and the academic units will work together to implement the new policy.

Washington Research Library Consortium

Late in AY 2005-2006, the by-laws of the **Washington Research Library Consortium** (WRLC) were revised so that the supervisors of the library directors would replace the presidents as members of the Board of Directors. For AU and most other institutions, this meant that the provosts now sit on the Board. This change has resulted in more active board involvement in several pressing issues for WRLC, including likely construction of a second storage facility. The board members have spent considerable time evaluating the proposed project, which will likely go forward if a second governance reform proposal is adopted to have two different institutional membership categories (and correspondingly different number of votes) depending on the level of financial commitment to WRLC. The proposal was debated this spring and will come to a vote in the early fall.

Personnel

Several senior personnel positions were filled during AY 2006-2007. Haig Mardirosian was appointed **dean of academic affairs**; William A. Mayer, formerly of George Washington University, was appointed the new **university librarian**, effective August 1, 2007; and SIS professor Patrick Thadeus Jackson was appointed **director of the General Education Program**. There was also **transition in the Office of Enrollment**. The assistant provost of enrollment, Cheryl Storie, left the university in January for a position at the University of Maryland University College; Dr. Sharon Alston, who has been director of admissions since 2000, is currently serving as the acting assistant provost of enrollment.



Haig Mardirosian (left) and Patrick Jackson (right)

Faculty Retirements

Four CAS faculty members completed their service to the university in AY 2006-2007; in addition, one will retire at the end of the fall 2007 semester and one at the end of AY 2007-2008. Two Kogod faculty members signed retirement agreements in AY 06-07, one to retire at the end of fall 2007 and one at the end of spring 2008; one faculty member in SOC, three in SIS (two to retire at the end of fall 2007), and two in SPA (one to retire at the end of fall 2007) also signed retirement agreements last year.



Professor Emerita Myra Sklarew (center) with Interim Provost Ivy Broder (left) and Dean Kay Mussell (right) at the 2007 Faculty Recognition Dinner

VI. LOOKING AHEAD

At the conclusion of last year's annual report, five areas were listed that we anticipated would need special attention during the year: study abroad, international admissions, summer, personnel searches, and working groups. As this report documents, **significant progress was made in all areas**. Turning once more to the year ahead, we have already begun to identify **several important areas** that will receive special attention.

Retention

As described earlier in this report, after receiving the report of the Retention Working Group in December 2006, we began conversations around campus to discuss the report and started to move forward on some of the recommendations. The report was discussed at a meeting of the Provost's Council and at a meeting of the Working Group with the provost and in the provost's annual address to the faculty. A first step towards implementation of the recommendations was to convene members of the community for a number of sessions featuring Deborah Freund (former Vice Chancellor) and Barry Wells (VP for Student Affairs) at Syracuse University, who discussed many of the successful projects that they developed to improve retention. At the provost's summer planning retreat, retention received a lot of attention. We intend to move forward this coming academic year with **initiatives designed to improve retention** of different groups of students. Some of this outreach will involve developing relationships with external organizations and even with students not yet matriculated.

Strategic Planning

Now that the presidential transition is resolved, the university must embark on a **new strategic planning process**. As is typically the case, the Office of the Provost will be heavily involved in the effort. During the late summer, we began compiling exemplar plans from other institutions and assembling information about alternative ways to proceed to insure an open and transparent process with substantial input from all academic units.

Distance Education

As described in this and previous reports, our distance education programs have been growing slowly but steadily during the past few years. Through the summer programs and the Kogod School of Business hybrid courses, we have accumulated substantial experience in using this format for course delivery. The academic units look forward to expanding the use of alternative formats, but we realize there are many different kinds of concerns. Based on discussions during the summer planning retreat, the provost will **assemble a committee** to address a number of issues that we face in expanding distance learning models. These will include quality, pricing, calendar, assessment, accreditation, academic regulations, and other aspects relevant for academic affairs that are embedded in distance education.

Academic Procedures and Policies

An important goal of the Provost's Office for the upcoming year will be to **streamline existing procedures throughout academic affairs** in order to reduce bureaucracy and promote faculty and student friendly interactions. This will include such diverse initiatives as reviewing Affirmative Actions procedures to staffing customer service functions in the Office of Enrollment. We will be emphasizing creative approaches for resource allocation and seeking ways to both support and channel the energy of the academic community.

If there are great accomplishments that have come out of our academic leadership here – reformed programs and cutting-edge curricula, increasingly engaged and academically able students, cutting-edge graduate programs, overarching and rich values in learning, successful accreditations, commendations, collaboration, awards, recognition, scholarship, publication, world-class creative endeavor, partnerships and leadership not only on our local campus but on other continents, then among the greatest of these accomplishments has been our mutual regard, our opening the doors to opportunity for all, our commitment to issues of gender and diversity and dignity and access. These are the qualities that make AU what it is, and what it will become.



An April 2007 Deans Meeting. From left to right: Deans Claudio Grossman (WCL), Richard Durand (KSB), Haig Mardirosian (Academic Affairs), and Louis Goodman (SIS); Interim Provost Ivy Broder; Deans Larry Kirkman and William LeoGrande (SPA); and Acting University Librarian Diana Vogelsong (missing is Dean Kay Mussell, CAS)