



AMERICAN UNIVERSITY SELF-STUDY DESIGN

Presented to the
Middle States Commission
on Higher Education

June 10, 2022



AMERICAN UNIVERSITY
WASHINGTON, DC



CHALLENGE
ACCEPTED

AMERICAN UNIVERSITY MIDDLE STATES SELF-STUDY DESIGN

I. INSTITUTIONAL OVERVIEW

Background

American University (AU) is a student-centered research institution located in Washington, DC, with highly ranked schools and colleges, internationally renowned faculty, and a reputation for creating meaningful change in the world. Our students distinguish themselves through their service, leadership, and willingness to wrestle with global and domestic issues, turning challenges into opportunities.

As a private doctoral research (R2) institution chartered by an Act of Congress in 1893, the university was established to train and support public servants seeking a graduate education. The inaugural class graduated in 1916, and by 1925, the first undergraduate students were admitted. The university was founded under the auspices of the United Methodist Church.

From the beginning, AU has been groundbreaking in its commitment to inclusion. The first 28 students included five women—even before the 19th Amendment granted them the right to vote. The university also enrolled African American students, even as the city of Washington, DC, was segregated. And the Washington College of Law, incorporated in 1898, is the first ever founded by women.

Throughout its history, American University has been dedicated to academic rigor, interdisciplinary inquiry, high-impact research, and public service. Passion becomes action at AU, as students actively engage the world around them and today's leaders train tomorrow's changemakers. AU strives to combine the best aspects of a major research university with the student-centered qualities of a liberal arts college.

AU is known for offering exceptional programs at all levels. Recent accolades include:

- AU ranked No. 39 for first-year experience, No. 42 for teaching, and No. 79 for undergraduate teaching by *U.S. News and World Report*.
- The School of Public Affairs is named No. 10 in the country by *U.S. News and World Report*, with top graduate programs in public management and leadership (No. 4), global policy (No. 7), nonprofit management (No. 8), and homeland security (No. 11).
- The Washington College of Law checked in at No. 73 among *U.S. News and World Report's* top law schools—up eight spots from last year. Highly ranked specialties include clinical law (No. 3), trial advocacy (No. 3), part-time program (No. 5), international law (No. 7), intellectual property (No. 8), and health care law (No. 16).

- The Kogod School of Business’s full-time MBA program jumped 23 spots over three years to No. 76, according to *U.S. News and World Report*. Kogod was also ranked No. 9 in diversity by *Bloomberg Businessweek*’s first Best B-School’s Diversity Index.
- The School of Communication was reaccredited in spring 2022 by the Accrediting Council on Education in Journalism and Mass Communications.
- AU was ranked No. 14 in the total number of undergraduates at doctoral research institutions that participate in long-term study abroad, No. 16 in the total number of undergraduates at doctoral research institutions that participate in mid-length study abroad, and No. 31 among doctoral research institutions for undergraduate study abroad by Open Doors. The study abroad program is ranked No. 11 by *U.S. News and World Report*.
- The university was named No. 1 among Paul D. Coverdell Fellows Program institutions for the 2020–21 academic year, ranked by enrollment. The program offers financial assistance for tuition and fees to returned Peace Corps volunteers.

Key Characteristics

American University enrolls about 14,000 students¹—8,463 undergraduates and 6,389 graduate students—across its seven schools and colleges: College of Arts and Sciences (CAS), Kogod School of Business (Kogod), School of Communication (SOC), School of Education (SOE), School of International Service (SIS), School of Public Affairs (SPA), and Washington College of Law (WCL). It also offers professional and executive programs managed by the Office of Graduate and Professional Studies. Students hail from all 50 states and more than 111 countries. Overall, the student body identifies as .1 percent Native American or Alaskan Native, 6.1 percent Asian, 9.9 percent Black or African American, 11.1 percent Hispanic or Latino, 4.7 percent multiracial, .1 percent Native Hawaiian or Other Pacific Islander, 50.8 percent White, and 10.6 percent international. (6.6 percent of students did not report their identities.) The university offers a broad range of degree programs; the most popular are among the social sciences and humanities (see section X). It boasts growing enrollment in science, technology, engineering, and math (STEM) programs.

Degree Offerings 2022

Degree Type	Total	Online Modality Total
Bachelor’s	80	--
Master’s	97	20
Doctoral	11	1
Law (JD, LL.M, MLIS, SJD)	13	1
Undergraduate and graduate certificate	97	7

Additionally, 65 programs offer a combined bachelor’s/master’s, and 23 are dual-degree graduate and professional programs.

¹ This number includes online students and students studying or living abroad.

American University's mission is carried out by 486 full-time tenured and tenure-track faculty, 427 non-tenure-track faculty, 765 adjunct faculty, and 1,850 staff. Recently, AU's community recognized the unionization of non-supervisory academic affairs staff (represented by Service Employees International Union or SEIU), adjunct faculty (represented by SEIU), graduate student employees (represented by SEIU), and content staff in its NPR affiliate, WAMU 88.5 (represented by SAG-AFTRA). Union negotiations are underway at the time of this submission.

The President and Cabinet

In June 2017, Sylvia M. Burwell became American University's 15th president and its first woman president. She came to AU with decades of executive management and leadership experience. President Burwell held two cabinet positions in the United States government. She served as the 22nd secretary of the US Department of Health and Human Services from 2014 to 2017. Before that, she was the director of the Office of Management and Budget, deputy chief of staff to the president, chief of staff to the treasury secretary, and special assistant to the director of the National Economic Council. In the private sector, President Burwell held positions at the Bill and Melinda Gates Foundation and the Walmart Foundation. A Rhodes Scholar, she possesses an intellectual curiosity that has enabled her to push the boundaries of knowledge to address complex problems necessary to lead a global university.

President Burwell's cabinet is composed of respected leaders committed to the mission and values of AU: Fanta Aw, vice president, undergraduate enrollment, campus life, and inclusive excellence; Sarah G. Baldassaro, chief of staff and counselor to the president; Matthew Bennett, vice president and chief communications officer; Bronte Burleigh-Jones, chief financial officer, vice president, and treasurer; Traevana Byrd, vice president, general counsel, and board secretary; Seth Grossman, vice president, people and external affairs and counselor to the president; Steve Munson, vice president and chief information officer; Peter Starr, provost; Courtney Surls, vice president, development and alumni relations; and William Walker, director, athletics and recreation. Fifty percent of the cabinet are women and 40 percent identify as a person of color.

Important developments under President Burwell's leadership include:

- Completion and implementation of a new strategic plan (see pages 6-7)
- Unveiling in fall 2021 of the new Hall of Science, a 125,000-square-foot, state-of-the-art facility that is home to the biology, environmental science, chemistry, and neuroscience departments
- Launch of comprehensive Change Can't Wait: The Campaign for American University—the university's call to address the world's most complex challenges by transforming the student experience, advancing research with impact, and building stronger communities—which has raised \$320 million towards the \$500 million goal
- Launch of a bold, new brand narrative, Challenge Accepted, that reflects our community's engagement, passion, and commitment to tackling the world's most complex challenges
- Approval in 2021 of a new campus plan, which calls for the development of academic facilities to further the university's academic and research missions and additional student housing to encourage students to remain on campus during their time at AU
- Achievement of carbon neutrality before any other university in the United States
- Introduction of several new research centers and institutes, including the first antiracist policy and research center affiliated with a university and the Sine Institute of Policy and Politics, which has hosted more than 125 events and 175 speakers since 2018, including foreign leaders, governors, former US cabinet secretaries, prominent journalists, and business leaders

- Implementation of *AU's Plan for Inclusive Excellence*, which maps current and future action steps towards a more equitable future, including AU Experience courses that focus on inclusivity and the student experience
- Implementation of hybrid work modalities to meet the rapidly changing needs of the community amid the pandemic
- Increased interest in undergraduate offerings as evidenced by a record number of applications over the past few years

Academic Affairs

Provost Starr's team includes Wendy Boland, dean of graduate and professional studies; Diana Burley, vice provost of research and innovation; Monica Jackson, deputy provost and dean of faculty; Prita Patel, vice provost of academic administration; Joseph Riquelme, vice provost and chief online officer; Jeffrey Wang, vice provost for global and immersive studies; and Jessica Waters, dean of undergraduate studies and vice provost for academic student services. The university welcomed Roger Fairfax as dean of the Washington College of Law and Sam Fulwood III as dean of the School of Communication in 2021. Cheryl Holcomb-McCoy is dean of the School of Education, and Vicky Wilkins serves as dean of the School of Public Affairs. On July 1, 2022, Linda Aldoory joins AU as dean of the College of Arts and Sciences and Shannon Hader joins AU as dean of the School of International Service. A dean search is underway for the Kogod School of Business.

At the time of this submission, 64.3 percent of the academic leaders are women, and 57.5 percent identify as a person of color. More than 35.7 percent of academic leaders identify as Black/African American, the largest percentage in the university's history.

Organizational changes in academic affairs since the last *self-study* include:

- Creation of an independent School of Education, which was previously under the College of Arts and Sciences
- Dissolution of the School of Professional and Extended Studies. The programs that were under this school are now housed in other schools and colleges.
- Reorganization of academic affairs leadership to create additional leadership positions in online learning and in global and immersive studies
- Reorganization of the leadership of graduate studies and research to create separate positions for a vice provost and dean of graduate studies and a vice provost for research

While there are transformational improvements to academic offerings throughout the curriculum, two significant changes since the last self-study include:

- Development of an entirely new and reimagined general education—or what we call AU Core—program
- Implementation of graduate program offerings in the online environment. The university has taken some of its strongest master's degrees and developed online programs that serve students from across the country and around the world.

Retention and Graduation

The university has ambitious goals for improving important metrics of success. The retention rate for the most recent cohort (2020) was 90.5 percent—the second highest in the university’s history. AU’s retention rate typically hovers between 87 and 89 percent. We are striving to improve the retention rate to 90 percent or higher to be more in line with our peers. While the graduation rate is 79 percent, the goal is to exceed 80 percent.

Mission and Vision

American University developed a new mission statement in 2018, replacing the previous iteration crafted in the 1990s. The current mission, developed with significant community input under President Burwell’s leadership is:

To advance knowledge, foster intellectual curiosity, build community, and empower lives of purpose, service, and leadership.

The university vision:

American University is a leading student-centered research university where passionate learners, bold leaders, engaged scholars, innovators, and active citizens unleash the power of collaborative discovery. We partner with key organizations in the Washington, DC, region, and around the globe to better the human condition, learn from a vast array of experiences and internships, create meaningful change, and address society’s current and emerging challenges.

Strategic Plan

Through AU’s strategic plan, [*Changemakers for a Changing World*](#), we are preparing graduates whose education, experience, and commitment to building a better world empower them to lead change and navigate the future of work; enhancing opportunities for research and scholarship, deepening understanding, and elevating the discovery of knowledge to benefit our community and impact society; cultivating partnerships that create additional opportunities for dynamic learning and cutting-edge research; leading in the development of transformative approaches to inclusivity; engaging and partnering with communities in DC and throughout the region; and changing the culture and improving how AU works to better support our goals.

The plan is a culmination of a robust [strategic planning process](#) and draws on an extensive analysis of AU’s strengths, opportunities, and positioning relative to our peers; an examination of best practices and trends in higher education; and, most importantly, robust input and feedback from a broad swath of the AU community at all stages of development.

The themes and strategic imperatives (SIs) are as follows:

American University Strategic Plan

Scholarship

- SI 1: Invest in **areas of strategic focus** that enhance understanding and have the power to make an extraordinary impact on our world. Fields include health, data science and analytics, security, and social equity.
- SI 2: Grow sponsored **research** and expand faculty-student research collaborations

Learning

- SI 3: Provide a first-rate **student experience** that promotes access, thriving, retention, and graduation
- SI 4: Focus on **learning** for undergraduate, graduate, and professional students that prepares them to engage in the world
- SI 5: Excel in providing traditional and emerging forms of education to promote **lifelong learning**

Community

- SI 6: Lead and model **inclusive excellence**
- SI 7: **Work with the Washington, DC, region** to be a responsive partner, ensuring that we are a part of, not apart from, our local community
- SI 8: Form and expand **partnerships** to leverage our strengths and extend our reach
- SI 9: Improve **how AU works** to cultivate a work environment that enables our faculty and staff to thrive

The work of implementing the plan is conducted by teams comprised of more than 200 faculty, staff, students, and administrators from across the campus, and the results of the plan are shared with the AU community to create an opportunity for offering feedback and suggestions.

Finances

The university has a history of strong positive operating performance which is expected to continue for fiscal year 2022. As of the prior year end, June 30, 2021, the university had assets of \$2.4 billion, net assets of \$1.5 billion, and an endowment value of \$891 million. In January 2022, Standard & Poor's reaffirmed the university's A+ rating and in December 2020, Moody's reaffirmed the university's A1 rating.

During the COVID-19 pandemic, AU successfully managed its mitigation plan, enacting several expense-cutting measures including delayed capital spending, temporarily suspending the university's retirement match contributions, a five-day furlough of all faculty and staff, freezing salary increases, implementing a hiring freeze, reducing non-essential operating costs, and reducing the salary of certain school administrators. Additionally, AU received approximately \$37 million in federal and other COVID-19 stimulus funding, which was used to offset the cost of implementing evidence-based practices to monitor and suppress COVID-19, ensuring the safety and well-being of the AU community. During this expense savings mode, AU made careful investments in select areas to support new revenue generating initiatives and to advance its strategic priorities.

The Board of Trustees approved the university budget for FY2023 and FY2024 at its April 8, 2022, meeting. The final budget is focused on investing in people and advancing the strategic plan. As Board of Trustees Chair Marc Duber said in his letter to the AU community, “We developed the budget within the context of the financial upheaval of the past two years, including the \$100 million in lost revenue due to COVID, the 10 percent tuition discount in 2021, and the significantly smaller Class of 2024 that will continue to be a factor in our revenue and expense framework throughout that class’s time at AU. Importantly, the budget builds on actions we took last year to support our community, such as restoring the merit compensation pool at 2.5 percent in fall 2021 and avoiding layoffs in 2020 and 2021 while still dealing with the impacts of COVID.”

Highlights include:

- Budgeting an additional \$32 million over the two years in undergraduate, graduate, and Washington College of Law financial aid
- Investing an additional \$76 million over two years to further support our faculty and staff in areas including compensation, market and retention adjustments, increased benefits, and hiring
- Funding a wide range of initiatives and enhancements that will further AU’s Changemakers strategy and invest in priorities including faculty research, diversity and inclusive excellence efforts, athletics, residence hall upgrades, health and wellness, technology, and the Change Can’t Wait campaign

II. INSTITUTIONAL PRIORITIES FOR THE SELF-STUDY

Sheila Bedford, senior professorial lecturer, Kogod School of Business, and Karen Froslid Jones, assistant provost, institutional research and assessment, are co-chairs of the self-study. The co-chairs and Amanda Taylor, assistant vice president of diversity, equity, and inclusion, attended the Self-Study Institute in fall 2021. Senior leadership, including Provost Peter Starr and Vice Provost Jessica Waters, attended some institute sessions asynchronously. AU’s self-study team met with the Executive Committee of the Faculty Senate, full Faculty Senate, provost, vice provost for graduate studies, vice provost for undergraduate studies, strategic plan leadership, president’s chief of staff, and most vice presidents. The co-chairs shared information about the self-study process, options for self-study design, AU’s institutional priorities, and examples of topics that could be used for a priorities-based approach.

A key consideration in choosing the institutional priorities was the significant work being done on the implementation of the university’s strategic plan and the plan for inclusive excellence. As the self-study begins, more than 160 faculty, staff, and students are in the process of implementing the strategic plan through nine major strategic imperatives and 35 workstreams.

The self-study offers AU the opportunity to advance AU’s strategic priorities in ways that complement, support, and assess the current plan implementation. The following institutional priorities will serve as the organizational structure of the self-study:

- 1. Advancing and Supporting the Mission of American University**—This chapter puts the entire self-study in context by studying the appropriateness of the mission and strategic plan (standard I). The chapter addresses standard VI in order to evaluate how well the university’s resources are used to advance its goals.

2. **Scholarship: Enhancing Capacity for Distinctive and High Impact Research² and Scholarship**—Scholarship is one of the three strategic themes of the university’s strategic plan and aims to advance the scholar-teacher ideal. AU is committed to amplifying the impact of its scholarship and pursuing opportunities that address the most pressing issues facing our local, national, and global communities. Although scholarship is not covered well in the standards for accreditation, it is important to AU’s mission.
3. **Learning: Creating an Enriching Learning and Scholarly Environment for Students**—Learning is another one of AU’s three strategic themes. AU aims to create an innovative, inclusive, and rigorous learning and scholarship environment for faculty and students of all levels. AU’s students will be prepared to be changemakers locally, nationally, and globally following graduation. This chapter focuses on student learning and aligns with standard III and standard V. It studies how well the university provides a comprehensive, integrative curriculum that includes core³ curriculum (for undergraduates), learning in the major, and other learning opportunities. This priority looks for evidence of mission-centered learning outcomes, high-quality faculty, engaging coursework, and evidence of student learning.
4. **Thriving: Improving the Student Experience**—The holistic student experience is part of the learning theme of the strategic plan. Building on the strength of AU’s high-quality teaching and curriculum (discussed in priority three), AU focuses on enhancing the overall student experience and offering strong cocurricular, extracurricular, social, and growth experiences. It strives to improve retention and graduation, with a key focus on student involvement in enrichment opportunities (such as internships), social connectedness, and sense of belonging. This chapter examines the student experience from admission to graduation and beyond and aligns most with standard IV. It studies the degree to which AU admits students who can be successful. It examines how the university supports students and how AU provides an overall experience that enables students to not just graduate but thrive.⁴
5. **Community: Embodying Our Values Through Inclusive Excellence⁵ and Effective Partnerships**—The third theme of the strategic plan, community, examines how well AU has followed through on its commitment of building an inclusive, functional, and trusting community for students, faculty, staff, and others. It examines how well AU has improved ties with one another and with the DC region, the nation, and the world. It examines how well AU builds effective partnerships both across schools at AU and between AU and the public, private, and nonprofit sectors. AU’s vision statement is related to this chapter.

While these priorities will be the focus of the self-study, throughout each chapter AU will examine its successes and opportunities through the lens of its experiences with the new learning and work environment brought by COVID-19 and with the goal of advancing inclusive excellence. SI 9, How AU Works, will run through every chapter.

² High impact research was defined by a 2015 Task Force on High Impact Research to include positive impacts on society, generation of new knowledge, transmission of knowledge, positive recognition by peers and enhanced national recognition, and generation of new or revised professional practices. The definition will be reviewed as part of the self-study.

³ AU’s general education program is known as the AU Core Curriculum, AU Core, or the core.

⁴ The term thriving is used in the strategic plan. Thriving expands the definition of student success to envision a more holistic approach to student well-being. See <https://www.thrivingcollege.org/> for example.

⁵ For a definition of inclusive excellence, go to <https://www.american.edu/president/diversity/inclusive-excellence/related-materials.cfm> for a glossary of terms.

Alignment of the Selected Institutional Priorities with the Middle States Standards

Self-Study Strategic Priority	MS Standards Covered	AU Strategic Imperatives (SI) Covered	Overarching Themes
Introduction	Standard VII (Leadership, Governance, and Administration)	Entire Strategic Plan	Each group should consider how the impact of COVID-19, the commitment to inclusive excellence (SI 6) and How AU Works (SI 9) impacts its work.
Advancing and Supporting the Mission of American University	Standard I (Mission) and Standard VI (Planning and Resource Allocation)	All	
Scholarship: Enhancing Capacity for Distinctive and High Impact Research	Standard I (Mission) and Standard VI (Planning and Resource Allocation)	SI 1 (Areas of Strategic Focus) and SI 2 (Research)	
Learning: Creating an Enriching Learning and Scholarly Environment for Students	Standard III (Design and Delivery of the Student Learning Experience) and Standard V (Educational Effectiveness Assessment)	SI 3 (The Student Experience), SI 4 (Learning for Undergraduate, Graduate and Professional Students) SI 5 (Lifelong Learning)	
Thriving: Improving the Student Experience	Standard II (Ethics and Integrity) and Standard IV (Support of the Student Experience)	SI 3 (The Student Experience); SI 4 (Learning for Undergraduate, Graduate, and Professional Students)	
Community: Embodying Our Values through Inclusive Excellence and Effective Partnerships.	Standard II (Ethics and Integrity) and Standard VII (Governance, Leadership, and Administration)	SI 3 (The Student Experience), SI 6 (Inclusive Excellence); SI 7 (Working with Washington), SI 9 (How AU Works)	

Alignment of the Selected Institutional Priorities to the Standards for Accreditation

	Intro	Mission and Planning	Scholarship	Enriching Learning	Student Thriving	Developing Community
I. MISSION AND GOALS:						
1. Clearly defined mission and goals	X	X	X	X	X	X
2. Institutional goals that are realistic, appropriate to higher education, and consistent with mission		X	X	X	X	X
3. Goals that focus on student learning/related outcomes and on institutional improvement		X		X	X	
4. Periodic assessment of mission and goals to ensure they are relevant and achievable		X				
II. ETHICS AND INTEGRITY:						
1. Commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights						X
2. Climate that fosters respect	X	X			X	X
3. Grievance policy						X
4. Avoidance of conflict of interest						X
5. Fair and impartial practices in the hiring						X
6. Honesty and truthfulness in public relations			X		X	X
III. STUDENT LEARNING EXPERIENCE DESIGN AND DELIVERY:						
1. Programs leading to a degree	X			X		
2. Student learning experiences designed by faculty				X		
3. Programs accurately described in official publications				X		
4. Support for students' academic progress				X	X	
5. A general education program, freestanding				X		
6. Graduate and professional education, opportunities			X	X		
7. Review of third-party providers				X		
8. Periodic assessment of the effectiveness of programs				X		

Alignment (Continued)	Intro	Mission and Planning	Scholarship	Enriching Learning	Student Thriving	Developing Community
IV. SUPPORT OF THE STUDENT EXPERIENCE:						
1. Admit, retain, and facilitate the success of students					X	
2. Transfer credits					X	
3. Maintenance and release of student information					X	
4. Athletic, extracurricular activities that are regulated					X	
5. Review of student support services by third-party providers					X	
6. Assessment of programs supporting the student experience					X	
V. EDUCATIONAL EFFECTIVENESS ASSESSMENT:						
1. Clearly stated educational goals at the institution and degree/program levels				X		
2. Organized and systematic assessments				X		
3. Consideration and use of assessment results				X		
4. Adequate institutional review of assessment services by third-party providers				X		
5. Assessment of the effectiveness of assessment processes				X		
VI. PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT:						
1. Institutional objectives, both institution wide/units	X					
2. Clearly documented and communicated planning and improvement processes	X					
3. A financial planning and budgeting process aligned with the institution's mission and goals	X					

Alignment (Continued)	Intro	Mission and Planning	Scholarship	Enriching Learning	Student Thriving	Developing Community
4. Fiscal, human resources; physical technical infrastructure		X				
5. Well-defined decision-making processes and clear assignment of responsibility and accountability		X				
6. Comprehensive planning for facilities, infrastructure, and technology		X				
7. An annual independent audit						
8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources		X				
9. Assessment of planning, resource allocation		X				
VII. LEADERSHIP, GOVERNANCE AND ADMINISTRATION						
1. Transparent governance structure						X
2. A legally constituted governing body	X					X
3. A chief executive officer who...	X					
4. An administration possessing or demonstrating...	X					X
5. Assessment of the effectiveness of governance, leadership, and administration						X

III. INTENDED OUTCOMES OF THE SELF-STUDY

1. Demonstrate how the institution meets the commission's standards for accreditation and requirements of affiliation
2. Demonstrate best practices in institutional assessment by analyzing how well the institution is meeting key institutional priorities related to its mission and strategic plan. Focus on continuous improvement by demonstrating how assessment has driven institutional change
3. Engage the AU community in a transparent and inclusive self-study process that enables the university to communicate its accomplishments as well as the areas where further work may be needed to better fulfill its mission. Advance the culture of continuous improvement by making recommendations based on the self-study findings
4. Coordinate and collaborate with those implementing the strategic plan and others in order to advance strategic priorities

5. Use the results of the self-study to inform future strategic planning initiatives

Self-Study Approach

- Standards-Based Approach
- Priorities-Based Approach

A key consideration in choosing a priorities-based approach is that significant work is being done on the implementation of the university's strategic plan, including the related plan for inclusive excellence. By choosing a priorities-based approach, AU can align the self-study with major strategic initiatives on campus. It will enable AU to examine adherence to the Middle States standards in the context of its mission and goals, thus facilitating the use of the self-study in future planning initiatives.

IV. ORGANIZATIONAL STRUCTURE OF THE SELF-STUDY

American University has organized its self-study work as follows:

1. A core team of AU leadership that liaisons with the cabinet
2. A steering committee comprised of members from most divisions and school/colleges
3. Subcommittees organized around the self-study priorities and comprised of steering committee members as well as faculty, staff, and students with interests and expertise in the subject areas
4. Support networks including a documentation working group that supports the steering committee and all subcommittees

Core Team

Members of the Core Team:

Sarah Baldassaro, president's chief of staff

Sheila Bedford, self-study co-chair

Bronté Burleigh-Jones, chief financial officer

Karen Froslid Jones, self-study co-chair

Peter Starr, provost

Amanda Taylor, assistant vice president of diversity, equity, and inclusion

Charge of the Core Team

- Act as a liaison between the work of the steering committee and university leadership
- Provide guidance on key decisions such as the focus of the self-study, self-study design, self-study content, development of recommendations, and communication of the self-study
- Provide guidance on the relationship between the work of the steering committee and other planning initiatives on campus, especially as it relates to the work of the strategic plan's strategic imperatives teams
- Facilitate discussion with AU leadership about the draft recommendations developed by the subcommittees and the steering committee. Provide insights and advice about the feasibility of draft self-study recommendations
- Develop an implementation plan for self-study recommendations

Middle States Self-Study Steering Committee

AU leadership assembled a team of faculty, staff, and students with a broad range of experience. Members have demonstrated commitment to advancing AU’s mission, an ability to assess AU’s goals in a fair and impartial manner, and knowledge relevant to the priorities of the self-study. Members of the steering committee have exemplary leadership qualities and will be able to facilitate university-wide discussions of the committee’s work.

Members of the Steering Committee

Members	Position at AU	Division/School/College	Steering Committee Role
CO-CHAIRS			
Sheila Bedford	Senior Professorial Lecturer, KSB	Kogod	Co-Chair
Karen Froslid Jones	Assistant Provost, Institutional Research and Assessment	Provost	Co-Chair
MEMBERS			
Sharon Alston	Vice Provost for Undergraduate Enrollment	Campus Life	Student Thriving Subcommittee
Sarah Baldassaro	Chief of Staff	President	Mission, Planning, and Resource Subcommittee
Robin Beads	Associate Director, Institutional Research and Assessment	Provost	Chair, Supporting Documentation Working Group
Rachel Borchardt	Librarian	University Library	Research Subcommittee
Nicole Bresnahan	Assistant Vice President and Controller	Office of Finance and Treasurer	Mission, Planning, and Resource Subcommittee
Diana Burley	Vice Provost for Research and Innovation	Provost	Research Subcommittee
Traci Callandrillo	Assistant Vice President of Campus Life	Campus Life	Student Thriving Subcommittee
Corbin Campbell	Associate Dean, Academic Affairs	SOE	Learning Subcommittee
Elizabeth Deal	Assistant Vice President for Community and Internal Communications	University Communications and Marketing	Chair, Communication Subcommittee
Larry Engel	Associate Professor, Film and Media Arts	SOC	Student Thriving Subcommittee
Gihan Fernando	Executive Director, Career Center	Provost	Student Thriving Subcommittee
Geralynn Franceschini	Executive Director, Strategic Implementation	People and External Affairs	Mission, Planning, and Resource Subcommittee
Benjamin Leff	Professor	WCL	Learning Subcommittee

Jackie Mabry	Executive Director, Principal Gift Strategies	Development and Alumni Relations	Mission, Planning, and Resource Subcommittee
Garret Martin	Senior Professorial Lecturer	SIS, Faculty Senate	Community Subcommittee
Jadyn Newman	Undergraduate Student	SPA	Student Thriving Subcommittee
Bryant Oskvig	Chaplain	Campus Life	Student Thriving Subcommittee
Mike Schroeder	Associate Dean for Graduate Education	SIS	Learning Subcommittee
Amanda Taylor	Assistant Vice President of Diversity, Equity, and Inclusion	Inclusive Excellence	Community Subcommittee
Rene Thomas	Director of Graduate Studies	Kogod, Staff Council	Community Subcommittee
Paula Weissman	Senior Professorial Lecturer	SOC	Learning Subcommittee
Nuria Vilanova	Associate Dean of Undergraduate Studies, Associate Professor	CAS	Learning Subcommittee
Joe Young	Professor	SPA	Research Subcommittee

Charge of the Steering Committee

The steering committee will write the introduction of the self-study and will cover basic information about the institution, such as an introduction to the mission and strategic plan. It will introduce AU's structure and leadership, demonstrating the qualifications of leadership, administration, and the board. [standard I, criterion 1; standard III, criterion 2, standard VII, criteria 2,3,4] The introduction will make it clear that AU meets requirements of affiliation 1 and 2. The steering committee will also write the conclusion, highlighting how the self-study itself demonstrates adherence to standards and AU's culture of continuous improvement.

The steering committee is organized to oversee the work of the subcommittees. The charges address ways to support the subcommittee work. The steering committee will:

- Develop a comprehensive understanding of the entire accreditation process
- Understand Middle States standards and criteria for accreditation and the requirements of affiliation. Become familiar with ways to demonstrate adherence to the standards and the requirements of affiliation
- Become familiar with AU's strategic plan and the work of the strategic imperative implementation teams.
- Help clarify the priorities for the self-study and determine key study questions based on the priorities and the standards
- Integrate evidence of how AU addressed the previous *self-study* and team recommendations, as appropriate
- Establish meaningful linkages between the self-study process and the implementation of the strategic plan
- Work together as a team to come to consensus on matters to be decided as a committee, with the goal of advancing overall university goals

- Establish processes, guidelines, and templates to ensure that each working group addresses their work in a thorough and consistent manner including setting appropriate timelines for the work of the steering committee and the working groups
- Co-chair (select members) a working group along with another subcommittee member and ensure that subcommittees keep on schedule
- Ensure effective communication and coordination among and between subcommittees by meeting co-chairs from various working groups. Understand where focus overlaps or where there are gaps. Review the minutes of various working groups to better understand where each group is in the process of developing its chapter
- Provide guidance to subcommittees in identifying appropriate issues to address, appropriate evidence to use, and how to best resolve differences of opinion. Provide guidance on the development of recommendations
- Write the executive summary, introduction, and conclusion for the self-study
- Review all chapters completed by subcommittees, offering timely feedback, and integrate the chapters into a draft *Self-Study* report
- Review recommendations made in each draft chapter and work with the core team and others to ensure that they are feasible. Help prioritize and synthesize recommendations as needed
- Review overall draft *Self-Study* report to ensure that it reads as one document and that it covers the study questions, Middle States standards, and the requirements of affiliation
- Communicate to the university community about the self-study process to various constituencies, including faculty, staff, students, alumni, the Board of Trustees, and university leadership
- Participate in town halls, information sessions, and other outreach events. Encourage community feedback on the self-study draft, including the proposed recommendations, and integrate community feedback into a final self-study document
- Assist and be available when the Middle States visiting team arrives on campus
- Ensure that the timetable with adequate milestones is implemented

Subcommittees

The self-study subcommittees are organized around AU's strategic priorities. Each subcommittee includes a set of core team members that are also on the steering committee. This organizational structure allows for important ties between the overall development of the self-study and the work to address the specific lines of inquiry that are completed by each subcommittee. Each subcommittee has designated members (marked as **) who will ensure that data and documentation needs are met. The lines of inquiry provide each subcommittee with guidance for the types of issues they should address and the scope of their work.

Members of the subcommittees were chosen based on their areas of expertise and their demonstrated ability to work towards consensus, without a focus on a narrow agenda. Subcommittee members were suggested by steering committee members. Then, the subcommittee membership was crafted to ensure that each subcommittee included diverse perspectives (i.e., division, school/college affiliation, faculty status, length of time at AU, and self-identifying characteristics).

1. Subcommittee on Advancing and Supporting the Mission of American University

Standards Covered: I and VI

Requirements of Affiliation: 7, 10, 11, 12

Co-Chairs:

Sarah Baldassaro, chief of staff, President's Office

Nicole Bresnahan, assistant vice president and controller, OFT

Members:

Ernesto Castaneda-Tinoco, associate professor, CAS

Tony Cortes, director of capital program management

Geralyn Franceschini, executive director of strategic implementation, Office of People and External Affairs**

Olivia Ivey, librarian, University Library; chair, Faculty Senate Committee on Academic Budgets and Benefits

Ann Joiner, executive director, total awards and service delivery, Human Resources

Eric Leal, associate dean of budget and administration, CAS

Jackie Mabry, executive director, principal gift strategies, Development and Alumni Relations

Jan Post, executive director, university budget planning and operations, University Budget Office, OFT**

Joseph Riquelme, vice provost and chief online officer

Syed Salahuddin, financial planning and analysis director, WCL

Ximena Varela, associate professor, CAS

Vicky Wilkins, dean, SPA

Julie Zito, assistant vice president of marketing, University Communications and Marketing Student (TBD)

Lines of Inquiry:

1. University-Wide Strategic Plan Development. What is AU's mission and strategic plan and to what extent were they developed in a collaborative manner? How are the institution's ongoing assessment practices used to inform the strategic plan and strategic planning in general? Are effective mechanisms in place for collaborative participation of university stakeholders in the development of goals? [standard I, criteria 1,3]
2. Mission and Strategic Plan. How well do the mission and strategic plan serve the institution and guide the institution in making decisions? Are the mission and strategic plan sufficiently flexible for the institution to be able to respond to internal and external opportunities and changes, including emerging academic disciplines, changing demographics, and new instructional methods and technologies? How well is the university positioned to meet the changing nature of higher education in the decade ahead? How well does the university communicate its mission and goals to faculty, students, staff, alumni, external constituencies, and other university stakeholders, and how will it incorporate input and feedback? [standard I, criteria 2,4]
3. Individual Academic and Administrative Strategic Plan Integration. How well do the academic and administrative units contribute to strategic planning and institutional renewal, both within their individual units and in coordinating activities and programs across the university as a whole? How well does the institution integrate, coordinate, and continuously improve planning across and within different academic and administrative divisions in support of the university's mission? How well do units coordinate their goals to meet/align with strategic plan imperatives and implementation? [standard VI, criterion 1]
4. Institutional Resources in Support of the Strategic Plan. To what extent are strategic plans integrated with human resources, technology, financial, and facilities planning? How well does the financial planning and budgeting process align with the institution's mission and goals, and how is this alignment continuously improved? How well do the university's resource

development, allocation processes, and management practices position the university to meet the current and future opportunities and challenges of fulfilling AU's mission? Are these processes responsive to unexpected changes? Is there transparency regarding the university's resource allocation practices, financial position, and results? Overall, does AU have the financial resources, funding base, and plans for development adequate to support its educational purposes and programs to ensure financial stability? [standard VI, criteria 1,2,3,4,6]

5. Strategy Implementation. What approach is taken to implement the strategic plan, and how well is progress against outcomes assessed? To what extent does the university have metrics that enable it to track and inform progress on key strategic goals, and how can AU better measure whether it is delivering on its goals? To what extent does the university infrastructure guide, assess, and continuously improve strategy implementation? How are internal and external constituencies involved in strategy implementation? To what extent is progress communicated with internal and external constituencies? [standard I, criterion 1; standard VI, criteria 8,9]

Note: Standard VI, criterion 5 and 7 will be covered in supporting documentation.

Examples of Collaboration Opportunities:

- Research subcommittee regarding the overall role of scholarship and research in AU's mission
- Learning subcommittee regarding the role of online learning in AU's mission
- Community subcommittee on the role of the board, governing bodies, and other community constituencies in strategic planning

2. Subcommittee on Enhancing Capacity for Distinctive and High Impact Scholarship and Research

Standards Covered: I, III, and VI

Co-Chairs:

Rachel Borchardt, librarian, University Library

Joe Young, professor, SPA

Members:

Diana Burley, vice provost for research and innovation

Derrick Cogburn, professor, SIS and Kogod

Kim Blankenship, professor research dean, CAS

Raychelle Burks, associate professor of chemistry, CAS

Amy Butler, senior director, corporate and foundation relations, Development and Alumni Relations

Parthiban David, senior associate dean, Kogod

Terry Davidson, director, Center for Behavioral Neuroscience and Distinguished Professor, CAS

Laura DeNardis, professor and former interim dean, SOC

Dustin Friedman, associate professor, CAS

Kiho Kim, professor, CAS; executive director, Center for Teaching, Research and Learning

Jenny Roberts, professor, WCL; member, Faculty Senate Committee on Scholarship

Darrion Sprueill, project manager, AU ADVANCE**

Maggie Stogner, professor and executive director, Center for Environmental Filmmaking, SOC

Matt Taylor, associate professor and faculty director of research, SIS

Matt Zembrzuski, research compliance manager, Office of Sponsored Programs

PhD Student, TBD

Lines of Inquiry:

1. How does American University define its scholar-teacher ideal? What are the values that define its research goals within the context of this ideal? How can the university be the best version of this ideal? Who are AU's aspirational research peers and how does this help the university define what its research profile is? [standard I, criterion 1]
2. How can AU measure productivity and the impact of its scholarship^[6] using both traditional (e.g. citation counts) and non-traditional scholarly measures? How can AU's portfolio of productivity measures be improved to capture policy impact? What are the most appropriate measures of student engagement in research? How does the university define and measure diversity, equity, and inclusion in the research enterprise? [standard III, criterion 2]
3. How does AU define sponsored research targets that build on our current momentum and align with the ideal of our scholar-teacher model? How can we effectively increase the portfolio of sponsors and the breadth of research supported externally? What are the measures best used to capture sponsored research activity? [standards III, VI]
4. How does AU frame its approach to research within the context of the transformation of higher education, and how can our approach be improved? What does this transformation mean for research at AU in the next five and 10 years? How can resources and structures be used to better meet our goal? How might a new approach further AU's mission? [standard I, criterion 1; standard VI]

Examples of Collaboration Opportunities:

- Mission subcommittee regarding the overall role of scholarship and research in AU's mission
 - Learning subcommittee regarding faculty-student research and scholarship
3. Subcommittee on Creating an Enriching Learning and Scholarship Environment for Students

Standards Covered: III, V

Requirements of Affiliation: 8, 9, 15

Co-Chairs:

Nuria Villanova, associate dean of undergraduate studies, CAS

Paula Weissman, senior professorial lecturer, SOC; member, Faculty Senate Committee on Learning Assessment**

Members:

Karen Baehler, associate dean of faculty and scholar in residence, SPA

Jessica Bancroft, assistant director of graduate and professional studies, Office of Graduate Studies

Christina Bush, assistant librarian, University Library

Corbin Campbell, associate dean of academic affairs and associate professor, SOE

Kimberly Cowell-Meyers, associate professor, SPA; member, Faculty Senate Committee on Learning Assessment

Brad Knight, director, AU Core and University College, Office of Vice Provost for Undergraduate Studies **

Ben Leff, professor, WCL

Mike Piller, senior director, academic technology, University Library

Mike Schroeder, associate dean for graduate education, SIS

⁶Please refer to Faculty Manual for definition of scholarship.

Shari Watkins, senior research fellow, Center for Teaching, Research and Learning
Graduate Student (TBD)
Undergraduate Student (TBD)

Lines of Inquiry:

1. How well does AU develop, manage, and enact undergraduate curricula that reflect foundational concepts, modes of inquiry, diverse perspectives, latest developments in the field, and pedagogical best practices to position students for success? How well does AU Core (general education) program advance AU's mission? [standard III, criteria 1,5,8]
2. How well does AU develop, manage, and enact graduate, including professional curriculum—regardless of modality—that reflect theoretical approaches, empirical or historical foundations, diverse perspectives, latest developments in the field, and pedagogical best practices to position students for success? [standard III, criteria 1,6,7,8]
3. To what extent does AU recruit, retain, and develop a diverse body of faculty who are experts in their academic disciplines and professional fields to design and deliver effective learning experiences for many different types of learners and programs across the institution? How well are faculty supported as they address the changing nature of higher education and the changing needs of students? [standard III, criterion 2]
4. How does AU approach and support a holistic and integrative learning experience to help students thrive? (Also asked by the Subcommittee on Student Thriving: Improving the Student Experience)
5. To what extent is teaching and learning at AU responsive to the needs and aspirations of an increasingly diverse student body? [standard III, criterion 2]
6. To what extent are appropriate learning outcomes articulated for AU programs, including AU Core? How well does AU evaluate student learning to ensure curricular fidelity and identify opportunities to adjust teaching and learning strategies to increase student success inside and outside the classroom? To what extent does AU have a culture of assessment and continuous improvement? [standard III, criterion 5; standard V, criteria 1, 2, 3, 4, 5]
7. How well did AU's response to the COVID-19 pandemic meet student learning needs, and what lessons were learned that can inform the way the institution is thinking about new approaches to teaching and learning going forward? How are we responding to the different needs of students in how they think about learning (i.e., students requesting multiple modalities)? [standard III, criterion 8]
8. What does lifelong learning mean at AU, and what opportunities does AU provide to support lifelong learning? How well does AU develop, manage, and enact non-degree academic programming for lifelong learners? [standard III, criterion 7]

Note: Standard III, criteria 3 and 4 will be covered in supporting documentation.

Examples of Collaboration Opportunities:

- Mission subcommittee regarding the role of online learning
- Scholarship subcommittee regarding faculty-student research and scholarship
- Student thriving subcommittee regarding the role of study abroad and internships in the student experience
- Community subcommittee regarding the role of internships and community-based learning
- Community subcommittee regarding the hybrid learning and work environment
- Community subcommittee on the role of term and tenure-line faculty in the life of AU

4. Subcommittee on Student Thriving: Improving the Student Experience

Standards Covered: II, IV

Co-Chairs:

Sharon Alston, vice provost for undergraduate enrollment

Larry Engel, associate professor, SOC

Members:

Gihan Fernando, assistant vice provost, Career Center

Jadyn Newman, undergraduate student, SPA

Traci Callandrillo, assistant vice president, Campus Life

Jimmy Ellis, assistant dean, undergraduate education

Shirleyne McDonald, associate director, financial aid, Office of Enrollment**

Sharyl Pattillo, associate director of international student development, Kogod

Garrett Graddy-Lovelace, associate professor, SIS

Justin Bernstine, associate dean of students, Campus Life

Ayana Wilson, director, Center for Student Involvement, Campus Life

Graduate Student, TBD

Lines of Inquiry:

1. To what extent does the university effectively recruit and admit students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings and financial support? [standard IV, criterion 1,2]
2. What does thriving mean at American University? How does thriving differ from retention and graduation? How does wellness contribute to thriving? How does thriving differ by student type or academic level? How does AU's commitment to inclusive excellence shape our definition of thriving? To what extent does the university show a commitment to thriving? How do we measure thriving? [standard IV, criterion 6]
3. How does AU approach and support a holistic and integrative learning experience to help students thrive?" (Also asked by the Subcommittee on Creating an Enriching Learning and Scholarship Environment for Students)
4. What role do high impact learning experiences such as experiential learning (for example, internships, study abroad, student research) and/or student involvement play in student thriving and student success? To what extent are they available to all students? To what extent might curricular or other structures prevent students from taking advantage of these opportunities? How well does this experience link into what happens in the classroom? How could these experiences be enhanced? [standard III criterion 4 and 8]
5. What support services does AU offer students and what services are available to students regardless of modality? To what extent are the services adequate? Are there lessons learned from providing services during the COVID-19 pandemic? [standard IV, criteria 1,3,4,5]
6. What policies and practices does the university have to support thriving for students transitioning into the university and throughout their time at AU? How well do the policies and practices work, and how can they be improved? [standard IV, criteria 1, 6]
7. How well do the units across campus and across the divisions collaborate to support student thriving? Where are these strengths? Where might there be gaps? [standard IV, criterion 6]

Examples of Collaboration Opportunities:

- Learning subcommittee regarding the role of study abroad and internships in the student experience
 - Community subcommittee regarding the connections with DC
5. Subcommittee on Community: Embodying Our Values through Inclusive Excellence and Effective Partnerships

Standards Covered: I, II, VII

Requirements of Affiliation: 12, 13, 14

Tri-Chairs:

Garret Martin, senior professorial lecturer, SIS, and chair of the Faculty Senate

Amanda Taylor, assistant vice president of diversity, equity, and inclusion

Rene Thomas, director of graduate studies, Kogod, and Staff Council representative **

Members:

Maria Barry, director of community relations, Office of People and External Affairs

Amy Butler, senior director, corporate and foundation relations, Office of Development and Alumni Relations

Marcy Campos, director, Center for Community Engagement.

Monica Jackson, professor, CAS; deputy provost and dean of faculty

Dan Kerr, associate professor, CAS

Jane Palmer, associate professor, SPA

Andie Rowe, director, Employee Wellness and Work-Life, Office of Human Resources

Lacy Wootton, director of writing studies, CAS, and former chair of the Faculty Senate

Tenured faculty member (TBD)

Lines of Inquiry:

1. How does AU define community, and how well does our strategic plan advance this definition?
2. What evidence demonstrates that AU is committed to ensuring inclusive excellence? In what ways does AU demonstrate a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives? [standard II, criterion 2]
3. How well do AU's policies, processes, and practices demonstrate a commitment to ethics and integrity, as described in standard II? [standard II, criteria 1, 3, 4,5, 8,9]
4. To what extent does AU have a clearly articulated and effective governance and administrative structures? In what ways do leadership and governance structures work together to realize AU's mission and goals? How well do AU's policies, processes, and practices contribute to creating a culture of trust and transparency among all AU constituencies? Based on this analysis, how can AU govern and administer in a manner that allows it to best meet its mission and goals? [standard VII]
5. How does the AU community (including faculty, students, staff, and alumni) and Washington, DC, mutually support one another? And in what ways does AU contribute to and develop effective partnerships with institutions and communities beyond Washington, DC? [standard I]

Examples of Collaboration Opportunities:

- Mission subcommittee on the role of the board, governing bodies, and other community constituencies in strategic planning
- Learning and student thriving subcommittees on the role of internships and community-based learning

Charge to All Subcommittees

Subcommittee members will:

- Become familiar with the Middle States standards for accreditation, with particular emphasis on the standards covered by the subcommittee.
- Become familiar with the related requirements of affiliation.
- Become familiar with the overall self-study process and AU's strategic plan, especially as it relates to the work of the subcommittee.
- Review the standards and identify data or information needed to support adherence to the standards.
- Approach the work of the subcommittee by taking a broad institutional perspective that transcends one's specific affiliation.
- Work together as a team to come to consensus on matters to be decided as a subcommittee, with the goal of advancing overall university goals.
- Consult with appropriate strategic plan imperative teams, other committees, and leadership as the chapter is written.
- Address the study questions outlined in the self-study design
- Coordinate the subcommittee's work with other subcommittee groups
- Produce a draft outline of chapter to be shared with steering committee
- Write a chapter for the self-study that answers the study questions and illustrates the degree to which Middle States standards and requirements of affiliation are being met using the style guidelines outlined in this design document
- Offer two to three specific, realistic recommendations (based on the findings reported in the chapter) that can be used to help American University better meet the standards and advance the mission of the institution
- Organize the supporting documentation so that the steering committee and visiting team can see the evidence used to come to the conclusions
- Edit the draft chapter, as needed, based on feedback by the steering committee
- Be willing to help with soliciting feedback on the overall self-study draft and meet with the visiting team, if needed

**Denotes designated data/evidence lead. This individual will also be a member of the supporting documentation working group to ensure a comprehensive use of available evidence.

Supporting Documentation Working Group

The Supporting Documentation Working Group will develop a document repository in a centralized SharePoint site. Documents will be organized by the specific standard and criterion that they support. A section with supporting documentation for each of the requirements of affiliation will be provided.

The working group will be responsible for demonstrating adherence to requirements of affiliation 4, 5 and 6. The repository enables users to summarize documents for their relevance, to note the source, and to note where the document is cited in the *self-study*. Key documents are tagged for easy reference. All subcommittee and steering committee members will have access to this site, but it will be managed by a working group composed of representatives from each subcommittee and by a team of experts in data and documentation. Data and supporting documentation will come from many sources far beyond the members of the working group. Individuals from across AU will be brought into the process as needed.

Chair:

Robin Beads, associate director, Office of Institutional Research and Assessment

Members:

Melissa Blanco, senior research analyst, Office of Institutional Research and Assessment

Alayne Mundt, associate librarian, University Library

All members of other subcommittees who are listed above with a ** designation.

V. GUIDELINES FOR REPORTING

The steering committee will produce the following:

- Feedback to each subcommittee on their outline and roadmap by September 23, 2022
- Summary report on status of self-study progress, including challenges with data availability or documentation of the standards. Due to core team on December 1, 2022
- Due dates for suggested revisions to draft based on feedback from the steering committee and university community will be determined by the steering committee based on the significance of the feedback offered and the level of changes needed. In general, the due dates will be before the end of fall semester 2023.
- Completed draft *Self-Study* to be given to writers for publication by July 15, 2023
- Complete edited, final draft of *Self-Study* by December 1, 2023

The subcommittees will produce the following:

- Draft Outline of the Chapter (Submitted to the Steering Committee): This should include a list of the evidence to be used and areas where evidence is needed. It can also include suggestions of where progress is needed to better meet the standards. The outline should also document how the chapter will cover Middle States standards. Due: No later than September 9, 2022
- Progress Reports: Subcommittees will keep minutes that include a bullet summary of subjects discussed, data used, and findings. Minutes can include a list of questions for the steering committee or, if appropriate, other subcommittees. Minutes to be posted on Self-Study MS Teams site
- Draft Chapter: A complete chapter, ready for review by the steering committee. Due: February 1, 2023
- Standards Roadmap: A report documenting how the chapter covers the Middle States standards and criteria as well as the requirements of affiliation. Due: February 1, 2023

Due dates for suggested revisions to draft based on feedback from the steering committee will be determined by the steering committee based on the significance of the feedback offered and the level of changes needed. In general, the due dates will be before the end of the spring semester 2023.

The supporting documentation working group will produce the following:

- Monthly updates to the steering committee (via the SharePoint site) on progress toward gathering data to meet standards and evidence for the subcommittees
- Draft of data and supporting documentation. Due: September 1 and November 1, 2023
- Document for visiting team that cross walks where the standards and requirements of affiliation are addressed in the *Self-Study*. Due February 1, 2024, or six weeks before the site visit
- Complete draft of documents to be uploaded to Middle States. Due January 2024

Guidelines/Template for Chapter Reports

- Software: Word
- Format: Garamond 12-point font, left justified, line spacing 1.08. No indentation. One-inch margins all around
- Major Headings: Left justified in bold, upper case, Arial 16-point font
- Secondary Headings: Left justified in bold, upper and lower case
- Length: Each chapter to be 20-24 pages, including reference section
- Tables: Center tables on the page. Table headers should be in bold, upper and lower case. Identify tables by chapter number, decimal, and the number that the table appears (Example: **Table 2.1 Enrollment: 2015-2021**). In reference to the tables in the draft, use the entire table name so that if the table number changes, the editors can adjust the text. Cite the source for all tables
- Page Numbers: Place at the bottom center of the page. Use the chapter number then a dash with the page number (Example: 2-13)
- Abbreviations: Use full name the first time it is introduced in a chapter, even if it is referred to in earlier chapters. Acronyms may be used after the first reference.
- Institutional Acronyms and Style Guide: Use *American University Editorial Style A-Z* available on the University Communications and Marketing website. For any other guidance, use the 17th edition of the *Chicago Manual of Style*
- Citations: Use the *Chicago Manual of Style*
- Tense: Use third person as in “American University is located in Washington, DC.”
- The standard data used for noting historical trends is 2018–present. If necessary, longer periods of data can be used.
- Date References: List actual years/dates, not “in the past three years.” Do not use references that may change since the document will be in draft form well before it is finalized.
- All sources of information should be referenced in footnotes in the draft document so that the report can be updated or verified if necessary.
- All sources of information should be cataloged in the SharePoint site so that they can, if appropriate, be added to the supporting documentation submitted to Middle States.
- Middle States References: Refer to the Middle States Self-Study Steering Committee as steering committee. The full name of the subcommittee should be used the first time it is referenced in the chapter. Then referred to as “the subcommittee” (lower case). Capitalize *Self-Study* (italicized and capitalized) when referring to the document, and self-study (lower case) when referring to the process. Use Roman numerals to refer to the standards. (For example: Standard I: Mission and Goals)

VI. ORGANIZATIONAL STRUCTURE OF SELF-STUDY

The self-study is organized around institutional priorities:

- I. **Executive Summary:** Institutional overview, discussion of institutional priorities, summary of each chapter, summary of self-study recommendations
- II. **Introduction:** Brief institutional history, organizational structure, background of AU leadership, recent accomplishments and challenges, overview of self-study, including the importance of the strategic plan in shaping the institutional priorities. The introduction will provide essential information about the leadership of AU which will cover aspects of standard VII.
- III. **Mission, Goals, and Institutional Resources:** Includes information on the strategic plan and budgeting, and the process for ensuring institutional resources connect to the plan. Also included are other major plans such as the plan for inclusive excellence and the campus plan. Summary of findings for standard I and standard VI, including two to three recommendations
- IV. **Scholarship and Research:** Outlines the importance of scholarship and research to mission. Includes two to three recommendations
- V. **Learning:** Covers learning for all levels and modalities (standard III), the AU Core Curriculum, and assessment of student learning (standard V). Includes two to three recommendations
- VI. **Student Thriving:** Includes a definition of thriving that guides the chapter. Sections include information on admissions, student support, access to special learning opportunities (such as study abroad and internships), and efforts to boost retention and graduation. Covers standard IV. Includes two to three recommendations
- VII. **Community:** Defines community for AU, including sections on inclusive excellence, administration, and governance, and working with Washington, DC. Will cover How AU Works, which is SI 9. Includes coverage of standard VII. Includes two to three recommendations
- VIII. **Conclusion:** Summarizes the major take-aways from the self-study and the degree to which AU meets Middle States Standards and the Requirements of Affiliation. Includes plans for implementing AU recommendations

VII. STRATEGY FOR VERIFICATION OF COMPLIANCE

The commission requires verification of institutional compliance in the following areas:

1. Student identity verification in distance and correspondence education
2. Transfer of credit policies and articulation agreements
3. Title IV program responsibilities
4. Institutional records of student complaints
5. Required information for students and the public
6. Standing with state and other accrediting agencies
7. Contractual relationships
8. Assignment of credit hours

Completion of the verification report will be headed by the associate director for the Office of Institutional Research and Assessment (OIRA). The Supporting Documentation Working Group also ensures that this work is completed and included in the supporting documentation that will be provided to the team. The data points for these reports are already collected on a regular basis, and many are already posted on AU's website. Microsoft Teams and SharePoint sites have been developed to assist

with data collection. Data will be collected from the following sources: Office of the Provost, Office of Public Safety, Office of Risk Management, Office of Research Compliance, Office of Human Resources, Office of Financial Aid, Office of Campus Life, Office of Student Accounts, Office of Equity and Title IX, and the University Registrar.

The associate director of OIRA is a member of the Self-Study Steering Committee and chairs the supporting documentation working group. She works with all subcommittees. She will provide the committee with regular updates, as necessary.

VIII. SELF-STUDY TIMELINE

Include a timeline for each major step in the process, beginning with early preparation to completion of the process. In this section, indicate whether you prefer a fall or spring visit by the evaluation team, list major milestones in the self-study process, and when the milestone will be achieved.

Dates	Major Milestones
October–November 2021	<p>Team attends Self-Study Institute</p> <p>Options for three to five priorities and approach to self-study discussed with cabinet, deans, strategic plan steering committee, and key stakeholders.</p>
December 2021	<p>Meet with key constituencies about goals and priorities of the self-study. Begin establishing the self-study steering committee.</p> <p>Core group agrees to the focus of the self-study and key aspects of the design approach.</p> <p>Begin internal work to draft of self-study design.</p>
January 2022	Chairs work with core team to establish steering committee.
February 2022	<p>Steering committee holds first meeting.</p> <p>Steering committee finalizes priorities and organizes its work.</p> <p>Self-study design discussed with Faculty Senate, cabinet, Staff Council.</p> <p>Subcommittee makeup discussed as a steering committee.</p>
March 2022	<p>Subcommittee members established.</p> <p>Steering committee reviews draft design.</p> <p>SharePoint site developed as way to organize the self-study work.</p>
March–April 2022	<p>Subcommittees hold first meeting.</p> <p>Steering committee drafts study questions for review by subcommittees and core team.</p> <p>Subcommittees begin to identify definitions of terms, scope of chapter, and existing evidence that supports the standards.</p>

Dates	Major Milestones
May 2022	<p>Self-study design submitted to Middle States.</p> <p>Middle States vice president visits AU virtually.</p> <p>Board of Trustees receive first brief on the self-study.</p>
Summer 2022	<p>Supporting documentation working group identifies existing evidence that supports the standards, identifying gaps.</p> <p>Subcommittees submit draft outline of their chapters and make decisions about how the standards will be covered (whether covered in report or in supporting documentation).</p> <p>AU's Middle States website updated.</p> <p>Staff from the Office of Institutional Research and Assessment, and data coordinators for each subcommittee prepare any new data needed.</p>
	<p>Steering committee provides feedback to subcommittees on self-study outline.</p> <p>Provost announces official kick-off of self-study.</p> <p>Open forum for community to learn about the self-study process.</p>
October 2022–February 2023	<p>Subcommittees draft chapters.</p> <p>Subcommittees meet with partnership committees and groups on campus.</p> <p>Steering committee meets with subcommittees to ensure continuity across subcommittees and consistent levels of rigor.</p> <p>Steering committee members meet regularly to address issues or questions from the subcommittees and to approve or review revisions to the chapter outlines.</p> <p>Board of Trustees is updated on self-study progress.</p> <p>Supporting documentation working group works with subcommittees to crosswalk standards and criteria into each chapter.</p> <p>Cabinet, President's Council, Senior Advisory Committee, Staff Council, Faculty Senate, Strategic Plan Steering Committee and Student Government leaders are briefed on the self-study process and feedback given.</p> <p>Input is solicited from strategic implementation working groups.</p>
February 2023	Draft chapters due to the steering committee.

Dates	Major Milestones
February–March 2023	<p>Steering committee reviews chapters and provide feedback to subcommittees.</p> <p>Data working group reviews all chapters for consistency across chapters and to identify any gaps.</p> <p>Steering committee meets with university governance, leadership, and key stakeholders to get feedback on report.</p> <p>Team chair identified. Date of team visit set.</p>
March–April 2023	<p>Subcommittees revise chapters as needed.</p> <p>Revised chapters due to steering committee.</p>
May–August 2023	<p>Report edited for consistency and revisions made, as necessary.</p> <p>Publication of draft <i>Self-Study</i> on AU portal. Informal comment period. Draft shared with key groups.</p>
September 2023	<p>The steering committee reviews <i>Self-Study</i> to ensure it is current.</p> <p>Official comment period. Publication of <i>Self-Study</i> communicated to university community.</p>
November–December 2023	<p>Steering Committee revises <i>Self-Study</i>. Copy sent to visiting team.</p> <p><i>Self-Study</i> presented to the Board of Trustees.</p> <p>Visiting team chair visits AU, provides feedback on <i>Self-Study</i>.</p> <p>Key documents/data updated to reflect fall data (as possible).</p>
February–April 2024	<p>Visiting team comes to AU. AU responds to visiting team report. Visiting team submits report, with recommendations regarding accreditation, to Middle States.</p> <p>Core team, Cabinet, and Strategic Implementation Steering Committee determines best way to implement AU recommendations and recommendations from visiting team. Plan for implementation communicated on AU’s Middle States website and shared with the Faculty Senate and other key constituents.</p>
June 2024	<p>Commission votes on action to take for AU.</p>
July 2024	<p>Findings reported.</p> <p>Steering Committee meets to debrief on self-study process. Committee assesses accomplishments and areas for improvement and develops a report to be used to inform the next self-study in 2032.</p>

IX. COMMUNICATION PLAN

1. The communication process has the following goals:
 - a. Ensure that the university community, especially key stakeholders, are familiar with the Middle States standards for accreditation and the Middle States accreditation process.
 - b. Ensure that the community understands the purpose of self-study, including how it aligns with institutional priorities and other assessment initiatives. Help the community understand that accreditation is for both accountability and improvement.
2. Inform the community about progress made on the self-study.
3. Invite the university community to meet with subcommittees and offer insights and feedback on their study questions.
4. Inform the community about initial self-study findings and to invite the community to provide feedback and input on draft chapters.
5. Ensure that the community knows how to access the final *Self-Study* document.
6. Ensure that the community understands the processes that will be used to implement findings, including how the findings intersect with strategic planning and other initiatives.
7. Make the community aware of when the visiting team will visit and ensure that the community understands the role that the visiting team plays in the accreditation process.
8. Invite people to engage with the visiting team as requested by the team.

Five main avenues through which we will communicate with the American University community:

1. AU Middle States website
2. Regular meetings with key constituent groups
3. Informational sessions held online
4. Social media outreach
5. Articles in *This Week at AU* (an email newsletter for faculty, staff, and students) and AU student media (i.e., *Eagle*, the student-run news organization)

Key Dates and Outreach

Date	Outreach
Summer 2022	<p>Redesign AU Middle States website with access to self-study design, steering committee and subcommittee memberships, and information about self-study priorities</p> <p>Outreach to key groups to arrange invitations to meet and discuss self-study. These groups include the University Budget Committee, President’s Council on Diversity and Inclusion, dean’s council, department chairs meeting, campus life directors meeting, and provost’s operational council. Meetings scheduled throughout process at their request.</p>
Fall 2022	<p>Announce launch of self-study (provost)</p> <p>Launch website</p> <p>Brief Board of Trustees Academic Subcommittee, Faculty Senate, Staff Council, student government organization</p> <p>Place Story in <i>This Week at AU</i> about self-study priorities/process/getting involved and promote AU’s Middle States website</p> <p>Provide online information session from each subcommittee about its work</p>

Spring 2023	Provide session at Ann Ferren Teaching Conference on Middle States standards and faculty role with discussion of self-study Brief Faculty Senate, Staff Council, student government organizations Provide online update session open to the university community by the steering committee Hold joint meeting of President's Council and steering committee
Summer 2023	Update AU Middle States website in preparation for self-study comment period
Fall 2023	Share president's communication about the launch of the self-study comment period Conduct three town halls (at least one online) to gather feedback Place story in <i>This Week at AU</i> summarizing self-study and feedback mechanisms Brief Board of Trustees with its review Place <i>This Week at AU</i> story during week that visiting team chair visits campus Conduct briefing for AU student media, including the <i>Eagle</i> to encourage coverage of the <i>Self-Study</i> Invite those in online programs to an online forum Brief the Neighborhood Partnership (an organization of neighbors representing a range of constituencies) about the Middle States self-study process Hold joint meeting of President's Council and steering committee
Spring 2024	Post <i>Self-Study</i> on AU Middle States website Post information on visiting team, site visit, and open forums on website Place a story about the upcoming visit of the visiting team in <i>This Week at AU</i> . Welcome visiting team on AU signage during week of visit

X. EVALUATION TEAM PROFILE

Suggested Profile for the Team Chair

A president or provost from a private, high select R2 institution with a similar level of external funding and a comparable size of endowment per student. Examples include Villanova, Fordham, Marquette, Duquesne, The New School, Seton Hall, the University of San Diego, or Loyola University Chicago. University of Dayton meets this profile and so another option is to invite 2013-14 Chair Eric Spina, president of the University of Dayton, to return. (Dr. Spina was provost at Syracuse at the time of AU's last visit.) A chair from outside the Middle States region is acceptable.

Suggested Profile for Team Members

- Academic and Student Affairs (standards III, IV and V): We suggest individuals from college-centered research universities—in other words, schools that put an important emphasis on all levels of scholarship, but also emphasize high quality research-active faculty educating undergraduate students. Four-year, private, selective institutions that share some of AU's characteristics in the Middle States region include Carnegie Mellon, Fordham University, Lehigh University, Bucknell University, University of Pittsburgh, and Syracuse University. If the list of institutions could be broadened to include New England Association of Schools and Colleges institutions, schools such as Boston College, Boston University, Northeastern University, Brandeis University, and Tufts University would be strong candidates. In many ways, it is appropriate that team members be chosen from these schools, especially because these New England institutions are good examples of

college-centered research universities and may provide invaluable insight to AU's strategic plan and institutional values.

We also suggest that the team could include:

- A faculty member with high quality programs in the social sciences such as Syracuse University
- At least one member (a graduate dean or graduate faculty member) from an institution with online graduate education
- A staff member from a student services unit or who works in the field of diversity, equity, and inclusion and is from an urban institution
- Faculty Issues: A dean with faculty responsibilities, ideally from an institution with some union presence and one with a growing research presence
- Finance Issues: A staff member with expertise in finance/institutional resources (such as a chief financial officer or budget officer) from an R2 institution (such as the ones mentioned under the team chair section) who understands the challenges of modest endowments and a high level of dependence on tuition
- Research Issues: A faculty member or dean from an R2 institution with knowledge of research and scholarship, especially from the social science, humanities, or a small but growing STEM program

Institutions that are considered comparable peers for purposes of choosing a visiting team:

- Syracuse University (especially for some graduate programs)
- George Washington University
- Fordham University
- University of Denver
- University San Diego

Institutions that are considered aspirational peers for purposes of choosing a visiting team:

- Lehigh University
- Northeastern University
- University of Rochester
- Tufts University
- Brandeis University

Institutions that are primary competitors or that have common student recruitment target areas:

- George Washington University and all other DC institutions
- University of Maryland
- New York University
- Northeastern University
- Penn State University
- Fordham University

List of American University's Top Enrolled Programs

Undergraduate (Total Enrolled: 8,123)	Graduate
International Studies (1,723) Political Science plus CLEG (Communication Legal Economics and Government) (1,468) Business (640) Justice and Law (323) Public Communication (303) Journalism (283) Psychology (297) Biology (182) Economics (159)	Master's (Total Enrolled: 4,444) International Affairs (434) Business Administration [Online] (332) International Relations [Online] (257) Public Administration and Policy [Online] (223) Public Policy (198) Education Policy and Leadership [Online] (188) Public Administration (182) International Development (104) Counter Terrorism and Homeland Security (103) Doctoral Programs (Total Enrolled: 417) Education Policy and Leadership [Online] (98) Economics (83) International Relations (47) Clinical Psychology (31) History (29) Anthropology (27) Justice, Law, and Criminology (24) Public Administration and Policy (24) Political Science (18) Communication (17) Behavior, Cognition, and Neuroscience (17)

XI. EVIDENCE INVENTORY

The self-study has a separately designated Supporting Documentation Working Group. That committee includes a member of each subcommittee.

The university is using a SharePoint site to organize data and information. This site will include a description of each document/item, the source of the document/item, and context for how it addresses the specific criteria. In addition, the SharePoint site will be linked to the Microsoft Teams site for the self-study. Sub-working groups and existing committees will assist with specific standards, as appropriate. (For example, the Senate Committee on Learning Assessment will ensure coverage for standard V.)

Examples of the data/evidence to be used are listed below in alphabetical order for each standard. Many of the evidence items will be used for more than one criterion. The data/evidence include the following:

Standard	Evidence Items
I. MISSION AND GOALS	
<p>1. Clearly defined institutional mission and goals</p> <p>2. Are realistic, appropriate to higher education, and consistent with mission</p> <p>3. Goals that focus on student learning/related outcomes and on institutional improvement</p> <p>4. Periodic assessment of mission and goals to ensure they are relevant and achievable</p>	<p>AU Campus Plan, including supporting documentation on community outreach</p> <p>Board of Trustees minutes demonstrating approval of the mission and strategic plan</p> <p>Campus plan (includes facilities plan) approved by DC in 2022</p> <p>AU Core program learning outcomes</p> <p>Division/school or college/unit annual reports</p> <p>Division/school or college/unit mission and goals</p> <p>Documentation of required faculty and staff trainings and professional development opportunities demonstrating the incorporation of AU's mission and goals into orientation</p> <p>Documentation of the performance management/staff review goal setting and review process, including evidence of how staff goals align with unit and institution goals</p> <p>Inclusive excellence plan and website, with updates on status of plan</p> <p>Mission and vision statement</p> <p>Strategic plan website (includes information on the planning process) and updates on the status of the plan</p> <p>Strategic planning committee SharePoint site with action steps, updates, supporting documentation</p>
II. ETHICS AND INTEGRITY	
<p>1. A commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights</p> <p>2. A climate that fosters respect</p> <p>3. A grievance policy</p> <p>4. The avoidance of conflict of interest</p> <p>5. Fair and impartial practices in the hiring</p> <p>6. Honesty and truthfulness in public relations</p> <p>7. Services or programs in place...</p> <p>8. Compliance with all reporting policies, regulations</p> <p>9. Periodic assessment of ethics and integrity</p>	<p>Academic regulations</p> <p>Admissions websites for undergraduate, graduate, law, and online learning</p> <p>AU Neighborhood Partnership</p> <p>AU staff affinity group activities</p> <p>AU Experience curriculum</p> <p>Campus climate and other survey results</p> <p>COVID-19 policies and guidelines website</p> <p>Diversity and inclusion website</p> <p>Documentation of improvements to faculty and staff recruitment focusing on diversity, equity, and inclusion</p> <p>Documentation of submitting NCAA/IPEDS/HELC/FISAP and other federal and state reports</p> <p>Faculty manuals (faculty manual and WCL faculty manual)</p> <p>Human Resources policies/website</p> <p>IPEDs reports</p> <p>Lists of student, faculty, and staff grievances related to the standard and how they were resolved</p>

<p>II. (CONTINUED)</p>	<p>Most recent MSCHE actions regarding AU's last re-accreditation, last Midpoint Review, and substantive change requests</p> <p>Protiviti project reports</p> <p>Staff manual and policies website</p> <p>Student resources/student conduct and conflict resolution services</p> <p>Substantive change and other Middle States reports</p> <p>Title IX website and Title IX reports</p> <p>University policies, including the Freedom of Expression Guidelines, the Intellectual Property Policy and the Ethics and Integrity Policy</p>
<p>III. DESIGN AND DELIVERY OF THE STUDENT LEARNING EXPERIENCE</p> <p>1. Programs leading to a degree</p> <p>2. Student learning experiences designed...by faculty</p> <p>3. Programs accurately described in official publications</p> <p>4. Support for students' academic progress</p> <p>5. A general education program, freestanding</p> <p>6. Graduate and professional education opportunities</p> <p>7. Review of third-party providers</p> <p>8. Periodic assessment of the effectiveness of programs</p>	<p>Academic Data Reference Book, documenting enrollments and completions by program</p> <p>Academic Data Reference Book, documenting faculty size</p> <p>Academic Data Reference Book, documenting undergraduate student persistence</p> <p>Academic program review policies, reports, and site visit reports</p> <p>Academic regulations</p> <p>Accreditation review reports from external program accreditors</p> <p>Campus climate, NSSE (National Survey of Student Engagement), graduation census, and other survey results on the academic experience</p> <p>Center for Community Engagement website</p> <p>Center for Teaching Research and Learning website and annual reports</p> <p>AU Core program website</p> <p>Curriculog (online approval and tracking system for proposing and changing courses and programs)</p> <p>Details on new/renovated facilities dedicated to science and technology</p> <p>Eagle Online Excellence initiative website and related resources</p> <p>Faculty quality summary data/statistics</p> <p>Faculty Senate minutes documenting the oversight of the development and review of academic programs</p> <p>Initiative for STEM Education, Equity, and Ethics website</p> <p>List of new academic programs and cancelled academic programs since 2018</p> <p>List of study abroad locations and Open Doors rankings</p> <p>New staffing and units for online learning, graduate and professional studies, and global and immersive studies</p> <p>Non-traditional learner programs (Other Lifelong Learning Institute, SOE pipeline partnerships and certificates, English Language and Training Academy, Kogod skills-based non-credit programs)</p> <p>Online learning website</p> <p>Substantive change submissions for graduate programs</p> <p>SI 4 and SI 5 reports</p>

<p>III. (CONTINUED)</p>	<p>Transfer articulations/websites</p> <p>Undergraduate education learning communities and other special programs website</p> <p>University catalog</p>
<p>IV. SUPPORT OF THE STUDENT EXPERIENCE</p> <p>1. Admit, retain, and facilitate the success of students</p> <p>2. Transfer credits</p> <p>3. Maintenance and release of student information</p> <p>4. Athletic, extracurricular activities that are regulated</p> <p>5. Review of student support services by third-party providers</p> <p>6. Assessment of programs supporting the student experience</p>	<p>Academic Data Reference Book, documenting retention and graduation rates by student characteristics</p> <p>Athletics annual reports</p> <p>Assessment reports by and about AU online partnership programs</p> <p>AU financial literacy program/activities; emergency institutional financial aid opportunities</p> <p>Campus climate, NSSE, fall transition survey, and other student survey results</p> <p>Campus Life department annual reports</p> <p>COVID-19 response (learning modality, refunds, discounts, policies/guidelines, communication, feedback, testing)</p> <p>Details on new/renovated facilities dedicated to science and technology</p> <p>Honors in the major</p> <p>Inclusive excellence plan</p> <p>Kay Spiritual Life Center</p> <p>MicroStrategy executive retention reports</p> <p>Curriculum and Assessments of Pathway programs</p> <p>Protiviti reports on retention and the student experience</p> <p>Recreational Sports and Fitness website</p> <p>Reinventing the Student Experience report and website, as well as presentation to Middle States Annual Conference</p> <p>Reviews of Honors, AU Core, and other special programs</p> <p>SI 3 reports</p> <p>Student support unit websites and reports (i.e., Academic Support and Access Center, Center for Diversity and Inclusion, Veterans Support)</p> <p>Summary reports on retention risk factors</p> <p>Undergraduate education learning communities and other special programs website</p> <p>Work of the President’s Council on Diversity and Inclusion</p>
<p>V. EDUCATIONAL EFFECTIVENESS ASSESSMENT</p> <p>1. Clearly stated educational goals at the institution and degree/program levels</p> <p>2. Organized and systematic assessments</p> <p>3. Consideration and use of assessment results</p>	<p>Academic Data Reference Book, documenting undergraduate student persistence (retention and graduation rates)</p> <p>Ann Ferren Teaching Conference presentations</p> <p>Annual reports from the Senate Committee on Learning Assessment and the vice provost for undergraduate studies</p>

V. (CONTINUED)

4. Adequate institutional review of assessment services by third-party providers	Assessment policies and procedures document Assessment website
5. Assessment of the effectiveness of assessment processes	AU training, workshop, and support documents Celebrating Assessment presentations AU Core and academic program assessment reports Curriculog: Evidence of the review of program learning outcomes and initial assessment plan Example of annual program review. (Section on student learning assessments and feedback from reviewers) Examples of curriculum maps ELEMENTS faculty activity reports Graduation census student feedback on student learning MicroStrategy executive retention reports National Survey of Student Engagement results Reports from school/college assessment committees Selected communications to departments and faculty about assessment of student learning Summary reports on retention risk factors Summary reports on status on program assessment by the Senate Committee on Learning Assessment Syllabus guides TracDat, AU's software for documenting assessment of student learning.

VI. PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

1. Institutional objectives, both institution-wide/units	Annual report from the chief information officer
2. Clearly documented/communicated planning and improvement processes	Annual reports for divisions and schools/colleges outlining alignment with mission and strategic plan. Annual updates/reports on the status of the strategic plan
3. A financial planning and budgeting process that is aligned with the institution's mission and goals	Annual financial statements Budget reports
4. Fiscal, human resources; physical technical infrastructure	Campus plan Strategic plan and strategic planning website
5. Well-defined decision-making processes and clear assignment of responsibility and accountability	Change Can't Wait comprehensive fundraising campaign Example of institutional assessment: documentation of how AU addressed previous self-study and visiting team recommendations
6. Comprehensive planning for facilities, infrastructure, and technology	Faculty and staff development workshops
7. An annual independent audit	Documentation of unions

VI. CONTINUED

8. Strategies to measure and assess the adequacy and efficient utilization of institutional resources	Presentations at budget forums, Faculty Senate, Board of Trustees Faculty composition and salaries Inclusive excellence plan
9. Assessment of planning, resource allocation	Internal audit annual risk assessment and project plan SharePoint site documenting actions and assignment of responsibility for strategic initiatives Space utilization review/reports

VII. GOVERNANCE, LEADERSHIP, ADMINISTRATION

1. Transparent governance structure	Agendas and minutes from Board of Trustees meetings
2. A legally constituted governing body	AU governance bodies websites (Student Government, Faculty Senate, Staff Council)
3. A chief executive officer	Board of Trustees bylaws
4. An administration possessing or demonstrating	Communications from the Board of Trustees to the university community
5. Assessment of the effectiveness of governance, leadership, and administration	<i>Curricula vitae</i> for the president and all cabinet members and biographies of Board of Trustee members Documentation of AU unions Faculty manual (detailing Faculty Senate, details of administrative assessments) Faculty Senate website documenting structure, members, minutes

SCHOLARSHIP AND RESEARCH

Academic Analytics data up to 2018
ADVANCE grant reports
Annual reports, including appropriate statistics, reported in the annual reports of the Office of Sponsored Programs, vice president for research, deputy provost, and Center for Teaching Research and Learning
Budget information from Academic Affairs and related units
Faculty activity reports (up to 2021) and elements reports (2022+) on summarizing faculty scholarship and creative activity and grants
Faculty Manual for policies related to research and scholarship
Final Report Task Force on High Impact Research (2015) and related follow-up reports
Research Systems Innovation Task Force Report (2015) and related follow-up reports
Library metrics (from various sources) on AU faculty scholarship
NSF Higher Education Research and Development Survey