

THE AMERICAN UNIVERSITY 55 *of* PARIS YEARS

Self-Study Design

Submitted to:

*Middle States Association of Colleges
and Schools Commission on Higher
Education*

Prepared by:

*AUP's Middle States Self-Study Steering
Committee*

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1. Institutional Overview

Chartered as a liberal arts college in 1962, The American University of Paris is today an urban, independent, international university located at the confluence of France, Europe, and the world. The University provides a student-centered, career-enabling, and transformative learning experience to the global explorers who are its Bachelor's and Master's students, empowering them to cross both disciplinary and cultural borders with ease, in order to assume their places as responsible actors and leaders in over 140 countries worldwide.

AUP's mission is to educate its graduates to communicate effectively in a world of many languages; to read well, listen carefully, and write intelligently in a voice of their own; to become critical thinkers about history and human societies, economics, culture, literature, the arts, science, politics, psychology, business, and communication; to develop creative interdisciplinary solutions to contemporary global challenges; to be digitally literate in a world of swift-paced change; to understand the ethical imperatives of living in such a world; and to move across the cultural borders of the contemporary world with a sense of commitment to and responsibility for a world held in common.

The University achieves its mission by providing to its students a curriculum combining liberal arts inquiry, preparation for professional life, and student-centered, active learning in small classroom settings; dynamic, engaged teaching informed by both disciplinary and interdisciplinary faculty scholarship; a host of opportunities for direct experience of the world and its many cultures; a wealth of intellectual exchanges on campus at conferences of global reach; and an integrated learning model that marries classroom learning and its application to real-world contexts, preparing students to master and to make, to reflect and to apply, to analyze and to act. In these ways, an AUP education supports professional skills development and cultural fluency—the sense of global engagement and the capacity to negotiate difference that emerge from the natural diversity of AUP's student and faculty bodies. Upon graduation, AUP students take part in and benefit from the global network that is our worldwide alumni community, creating lifelong connections to one another and to the University.

Ten years ago, AUP set forth a multi-dimensional plan to address issues of recruitment focus and to increase student numbers, to consolidate and renovate its campus in the 7th arrondissement of Paris, to align its academic offerings with the needs and aspirations of its global explorers, and to become a sustainable learning organization in continuous improvement. A crucial component of the complete transformation of the University over the past decade has also been investment—on the part of faculty, leadership and board—in AUP's rising academic reputation. A notable achievement of the past five years has been the founding of five research centers (promoting faculty-mentored research and new pedagogies) along with a Civic Media Lab that supports them all. The centers foster faculty and student engagement in research and creative projects, promote innovative pedagogy and curricular development, and host and disseminate AUP research activities. Organized around “grand challenges” inherent in AUP’s mission—democracy, the environment, cultural translation, global diplomacy, and genocide and conflict prevention—they were created to build bridges between discipline-based inquiry in the majors and the pressing, necessarily interdisciplinary, problems of our time that our graduates will be called upon to solve.

The second most significant change over this period has been AUP’s purchase and renovation of our Seine-side flagship Student Learning Center on the Quai d’Orsay which, paired with our Student Life Center just behind it and joined to it by means of a glass bridge, will soon house

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over half of our campus, consolidating our campus facilities for the first time since our founding. The building will open in January 2019 and will feature a five-story learning commons bringing together in one hub all the learning resources of our campus, multiple research centers, smart classrooms, seminar and group study rooms, the Academic Resource Center, an integrated Advising, Internships, and Career Development Center, and a Conference Center with breathtaking panoramic views.

Since the time of our Periodic Review Report (PRR) in 2015, the University has moved forward substantially on its program of fully reinventing its position in the marketplace and renovating its academic portfolio for its own newly and precisely defined constituencies. New leadership on the Board, the professionalization of the leadership team as well as its distinctly transversal and collegial mode of functioning, a rich culture of planning, budgeting and assessment, and the faculty's and staff's deep engagement in widespread change on virtually every front have all contributed to our success as a unique, multilingual learning community increasingly sought out by prospective students and parents, and increasingly recognized for the strength and reach of its faculty research and flexible, global pedagogies. Two significant changes during this period include the growth of AUP's freshman partner programs, with which recruitment of degree-seeking students has more than kept pace.

The American University of Paris completed its last Self-Study in 2010. The Reaccreditation Team commended the University for its decision to continue independently after lengthy merger discussions with NYU, and recommended it show progress in two main areas covering Standards 2, 3, 7, 8 and 14: 1) its planning and budget allocation processes, financial planning processes, multi-year budgeting, financial policies and oversight, and development of a comprehensive enrollment management plan; and 2) continued development of a sustained assessment plan for institutional effectiveness and student learning outcomes. The Commission acted in June 2010 to reaffirm reaccreditation and request two Monitoring Reports in 2011 and 2012. The recommendations made after the 2010 decennial team visit were addressed in the two subsequent Monitoring Reports in 2011 and 2012, and no recommendation was registered by the 2012 visiting team. Continuous progress was confirmed by the feedback we received on our 2015 Periodic Review Report (PRR), the MSCHE reviewers commended us "for the quality of the PRR and the evidence presented in support of the document." Accreditation was re-affirmed with no further follow-up action required until this Self-Study. PRR reviewer's recommendations will be addressed in the Self-Study.

2. Institutional Priorities to be Addressed in Self-Study

As in the past, the University has aligned its own planning calendar with that of the MSCHE reporting-year requirements, such that the Self-Study for re-accreditation and the review and renewal of the strategic plan are accomplished concurrently. AUP's Strategic Plan 2015-2020 was the fruit of an institutional process designed to generate a shared vision of the University's future as a thriving, independent institution, to stabilize by means of targeted and diversified recruitment its worldwide admissions function, to align its curriculum and student services with its ideal student, to broaden its visibility and advance its academic reputation, and to set achievable objectives for and measures of institutional advancement and sustainability in the volatile current climate of higher education and in the local context in which the University operates. The two-year, deeply inclusive process of preparing the Self-Study parallels our assessment and renewal of a strategic plan that may not vary substantially from our current direction, although it will emphasize new opportunities for growth and improvement. We are currently working with consultants to measure progress to date, refine and extend our institutional goals, and set up sharper metrics for assessing progress in the future. At the same time this work will lay the foundation for a decennial upgrade of our

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enterprise resource management system which is also occurring at the same time. The input we will receive from the visiting team on the Self-Study will contribute to the articulation of the *AUP Ascending 2020-2025 strategic plan*.

In 2013-14, launching both the period of Self-Study necessary to produce the PRR and the planning process that would yield the strategic plan, University leadership in concert with the Board undertook a yearlong study of AUP's most successful, self-selecting students, drawing upon institutional research on current and former students, input from the US and international marketplaces, correlation of "fit" characteristics, graduation success and alumni outcomes, as well as a host of retention and financial aid measures. We came to call these students AUP's *global explorers*, and decided to re-center our mission, the curriculum, and the student experience upon them. Subsequently, we aligned all processes and practices from recruitment to the curriculum, from prospective student to alumni services, with the needs of the "fit" student who flourishes in AUP's particular institutional culture. Five years later, In January 2018, as our MSCHE re-accreditation process launched on campus, the Board undertook another retreat to measure progress over the past five years and begin a planning process for the future. The following priorities for our planning process, woven into our newly evolving strategic plan and currently in execution by the University's leadership team, were identified at the retreat, and a new SWOT analysis is its result.

- Success of Global Explorer strategy and thus continuing need to align all processes and procedures, spaces and strategies with this constituency's needs and aspirations
- Success of changes to our brand identity and positioning journey, with continuing course corrections determining our priorities (i.e., investment in faculty research and academic reputation)
- Need to model diversity and composition of student body as we continue to grow in student numbers; financial equilibrium and diversity of student mix essential to our success
- Need to model faculty/staff growth in alignment with evolving Academic Master Plan
- Need to model campus growth in alignment with both Academic and Campus Master Plans
- Need to keep special focus on security
- Need to plan for control of our student housing stock
- Need to continue to review systemically our entire curriculum: student learning outcomes, liberal arts core, majors, minors, programs, graduate education, research centers, while conducting appropriate horizon scanning for new opportunities, fields, employment opportunities for our students, etc.
- Need to complete current campaign and plan for next one, focused on endowment

The institutional priorities evaluated within this Self-Study were reaffirmed as the five priorities of our current and likely future strategic plan:

1. **Community:** AUP will create a vibrant learning community of global explorers stretching from Admissions to Alumni relations.
2. **Curriculum & Centers:** AUP will develop a coherent, innovative liberal arts learning experience for global explorers, as well as a bridge to meaningful, international careers.
3. **Campus:** AUP will renovate and expand its campus, upgrade its learning resources and technologies and develop a top-notch administrative function.
4. **Communication:** AUP will attain full global reach, recognition and impact by communicating its achievements and establishing strategic partnerships.

- 5. Continuous Improvement and Sustainability:** AUP will attain full institutional effectiveness and sustainability across all units and functions.

3. Intended Outcomes of the Self-Study

As a result of the Self-Study process we aim to achieve the following outcomes:

1. Demonstrate how the institution currently meets all Middle States Standards for Accreditation and Requirements of Affiliation
2. Demonstrate focus on continuous improvement in the attainment of the institution's mission and institutional priorities
3. Engage the institutional community in an inclusive and transparent self-appraisal process
4. Evaluate progress against current strategic priorities as defined in the 2015-2020 Strategic Plan and make recommendations for the 2020-2025 strategic plan, ensuring smooth integration of institutional assessment processes
5. Leverage the work for the evidence inventory to initiate the process and investigate the tools necessary to build a solid and sustainable institutional archive, including a policies library.

4. Self-Study Approach

We have chosen to follow the *standard-based* approach in order to ensure complete coverage of each standard and a comprehensive review of our institution. Further, we are familiar with this approach having followed it in previous Self-Studies.

All University constituencies, including students, are represented on the Steering Committee and Working Groups. Most communication and feedback collection about the Self-Study will be done through representatives of each stakeholder group (see section 11: Communication Plan). The table below shows the standards used to evaluate each priority.

Table 1 - Standards used to evaluate each Priority

Standard / Priority	Community	Curriculum & Centers	Campus	Communication	Improvements & Sustainability
I. Mission and goals	X	X	X	X	X
II. Ethics and Integrity	X			X	X
III. Design and Delivery of the Student Learning Experience	X	X	X	X	X
IV. Support of the Student Experience	X	X	X	X	X
V. Educational Effectiveness Assessment	X	X			X
VI. Planning, Resources, and Institutional Improvement			X		X
VII. Governance, Leadership, and Administration	X				X

5. Organizational Structure of the Steering Committee and Working Groups

5.1. Steering Committee

5.1.1. Steering Committee Composition

Co-chairs of the Steering Committee have been appointed by the President. In addition, the President, in consultation with the co-chairs has appointed the members of the Steering Committee. Steering Committee members have been selected so to represent all University constituencies. All chairs of Working Groups are members of the Steering Committee.

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Table 2 – Steering Committee Composition

NAME	POSITION	ROLE
Hank Kreuzman	Interim Provost (2017-18)	Co-Chair Steering Committee
William Fisher	Provost (beginning Aug. 1, 2018)	Co-Chair Steering Committee
Claudia Roda	Dean of Assessment, Learning and Institutional Research	Co-Chair Steering Committee
Diane Bonneau	Chair, Department of International Business Administration	Chair WG Standard VI
Jessica Caldi	Executive Assistant to the President	Co-Chair WG Standard II
Darcee Caron	Coordinator of Internships and Corporate Liaison	Member WG Standard IV
Ruth Corran	Chair Department Computer Science, Math and Environmental Science	Chair WG Standard V
Valerie Fodé	Executive Vice President of Finance and Administration	Member WG Standard VI
Kevin Fore	Dean of Student Development	Chair WG Standard IV
Cary Hollinshead-Strick	Associate Professor, Writing Program Coordinator	Member WG Standard III
Kristina Keenan	Manager of Advancement Relations and Regular Giving	Member WG Standards I and VII
Linda Martz	Associate Professor, Director of Academic Advising	Chair WG Standard III
Kilian Ordelheide	Manager of University Communication	Self-Study Communication
Everett Robinson	IT Services Communication & Training manager	Chair WG VII Evidence Inventory
Anna Russakoff	Associate Professor & Department Chair, Art History & Fine Arts	Co-Chair WG Standard II
Steve Sawyer	Professor of History, Director, Center for Critical Democracy Studies	Chair, WG Standards I and VII
Brenda Torney	Coordinator of Academic Budgets & Grants	Coordinator of Self-Study Process and Member WG Standard VI
Marly Phillips Nicol	Undergraduate Student	Member WG standard IV
Ray Henze	BoT Chair and Parent	

5.1.2. Charge of the Steering Committee

- **Self-Study Design:** The Steering Committee is responsible for producing and communicating the Self-Study Design including identifying the Institutional Priorities that will be the focus of the Self-Study and the intended outcomes of the Self-Study. The Steering Committee will also create, update and enforce the Self-Study timetable (see section 10).
- Ensure **communication** between WGs and with the AUP community at large; including feedback on Self-Study drafts. This will be done through the Self-Study online space (shared documents, collaborative editing, communication platform, etc.) and regular face-to-face meetings.
- Ensure appropriate **preparation of visits** (MSCHE liaison, team chair, evaluation team)
- **Self-Study Report:** The Steering Committee is responsible for ensuring that the Self-Study achieves the intended outcomes identified in the Design, that the charges to both that Committee and to the Working Groups are fulfilled, and that the Self-Study Report addresses both the Commission's Standards and the priorities the institution has chosen for analysis. The Steering Committee will:
 - Work together with each Working Group to provide them with the resources they need to complete their work
 - Ensure that members of the Working Groups have:
 - Understood their charge
 - Learned about the Commission Standards
 - Conducted assessment- based research focused on the institution's chosen priorities and aligned Standards
 - Aligned their work with the intended outcomes of the Self-Study
 - Identified and addressed opportunities for collaboration with other WGs
 - Appropriately contributed to the Evidence Inventory and Verification of Compliance documentation
 - Identified areas of strength and opportunities for improvement
 - Ensure that deadlines, as indicated in the Self-Study timeline, are observed; this includes drafts due dates
 - Prepare final draft of the Self-Study
- **Verification of Compliance:** The Steering Committee oversees the Verification of Compliance with Accreditation-Relevant Federal Regulations process up to and including the time when the documentation is submitted to the Commission.
- **Evidence Inventory:** The Steering Committee:
 - Is responsible for the quality of the Evidence Inventory
 - Ensures that what is found in the Evidence Inventory is well aligned with Commission Standards and their Criteria, is succinct and elegant enough to enable institutional stakeholders, Evaluation Team members, and Commissioners to easily find the documentation that best attests to its compliance with Commission Standards and their Criteria.
 - Ensures that the Evidence Inventory is discussed in its meetings and frequently refined

Before the Evaluation Team arrives, the Steering Committee reviews the Evidence Inventory by Standard and Criteria and addresses questions about comprehensiveness, ease-of-use and privacy, such as:

- Does the narrative in the Self-Study Report relate to what is found in the Evidence Inventory?
- Is the documentation contained in the Evidence Inventory clearly related to the Standards and Criteria to which it has been assigned?

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- Is the documentation succinct and easy to find; that is, can an Evaluation Team member directly access the information needed with as little effort as is necessary?
- Does the documentation align with right-to-privacy regulations and respect the privacy of individuals?

5.1.3. Steering Committee Strategy for a Successful Self-Study

In order to ensure good collaboration between Working Groups and avoid duplication of effort, the Steering Committee, which includes the chairs of all Working Groups, will meet regularly to review the work of each Working Group, coordinate activities, address questions and plan next steps in accordance with the Self-Study timeline.

All documentation provided by MSCHE related to the Self-Study (including documents distributed at the Self-Study Institute) has been introduced and made available online to WG chairs, together with a template of this document and an online form aimed at collecting evidence for the inventory. The co-chairs of the Self-Study are always available for support to WG members and during Steering Committee meetings we will continue addressing questions aimed at clarifying Commission Standards, their relations to our priorities, and the advancement of the Self-Study. These measures are aimed at ensuring that WG can effectively complete their mandated task.

Each WG has identified the priorities addressed through the standard covered by the group and an initial set of evidence (see [Evidence Inventory](#)) that will be used to address the standard. We have proceeded to an initial consolidation of the evidence which has also guided us in identifying possible overlaps between the themes addressed by each Working Group.

The MSCHE material and up to date information about the Self-Study are available for the entire AUP community on the AUP's Self-Study web page <http://my.aup.edu/self-study>.

5.2. Working Groups

5.2.1. General Charge to Working Groups 1-6

During the Self-Study process, each Working Group is charged with the following:

- Identifying and analyzing documents, processes and procedures related to their assigned Standard and relevant Requirements
- Contributing relevant documents to the evidence inventory
- Identifying, as early as possible in the Self-Study process, any gap in the evidence and / or in the processes related to their assigned Standards and relevant Requirements
- Conducting interviews and/or focus groups where relevant
- Informing the Steering Committee chair of possible overlaps with other WGs and of any problem
- Preparing draft reports for group review as indicated in the [Deliverables section](#)
- Submitting a final report (prepared by Working Group Leader) to the Steering Committee by the deadline
 - That identifies Institutional strengths, challenges, and opportunities for improvement, noting connections, where appropriate, to institutional priorities and strategic goals
 - That provides recommendations for improvement (if warranted) based on analyses and findings

5.2.2. Working Group 1

Standard covered	Standard I: Mission and Goals
Priorities covered	Building a Learning Community of Global Explorers, Creating a Global Liberal Arts Curriculum and Multiple Pathways of International Careers, Designing a campus for AUP's Global Community, Communicating AUP Global Reach, Achieving Institutional Sustainability
Requirements for Affiliation Covered	7. Missions and Goals, 10. Institutional Planning
Standard covered	Standard VII: Governance, Leadership, and Administration
Priorities covered	Building a Learning Community of Global Explorers, Achieving Institutional Sustainability
Requirements for Affiliation Covered	12. Governance Structure, 13. Governing Board Conflicts of Interest

NAME	POSITION
Stephen W. Sawyer	Professor of History (Chair)
Hank Kreuzman	Interim Provost
Claudia Roda	Dean of Assessment, Learning and Institutional Research
Peter Hagel	Assistant Professor of Politics
James N. Ward	Assistant Professor of Business

WG Charge related to STANDARD 1

With regards to Standard 1, this group is charged to examine:

- Whether AUP's mission and goals guide all aspects of the University
- How Successful the University is in fulfilling its mission and goals.
- How AUP's mission is implemented by relevant constituencies.
- How AUP prioritizes its academic purpose and functions with autonomy at all times.

Main lines of inquiry

- Are the institution's mission and goals clearly stated and effectively communicated throughout the AUP community, to its constituents and the wider public? Are all of the constituent parts of the mission and goals equally clearly stated and communicated?
- How were these policies developed, how frequently are they reviewed and revised, and how are they publicized?
- What policies, procedures and strategic implementations demonstrate that AUP is consistently working towards fulfilling its mission and achieving its institutional goals? What evaluative processes have been put in place to ensure that mission and goals are being achieved longitudinally?

WG Charge related to STANDARD 7

With regards to Standard 7, this group is charged to examine:

- How AUP's Governance, Leadership and Administration [GLA] enable the university to achieve its mission and goals.
- The proper allocation of resources and division of labor with our current GLA structures.

Main lines of inquiry

- Has AUP established clear responsibilities and procedures for each department and member within the GLA? Are the responsibilities of each member of the administration clearly delineated and respected? Are reporting lines clearly established and articulated?
- Does the Board of Trustees, including all internal committees, have a clear definition of its tasks and responsibilities?
- Are the process of communication and interaction between the BoT and the Administration clearly articulated? And are the lines of communication between the administration and faculty bodies clearly elaborated and practiced?
- Are governance procedures within the university respected and revised regularly?

Anticipated collaborations

This Working Group has a very large mandate that reaches from the Board of trustees through staff to all of the standing committees of the faculty. We will therefore be reaching out to the AUP community at every level to explore the development and implementation of mission, goals, and how it is accomplished through leadership, administration and governance.

5.2.3. Working Group 2

Standard covered	Standard II: Ethics and Integrity
Priorities covered	Building a Learning Community of Global Explorers, Communicating AUP Global Reach, Achieving Institutional Sustainability
Requirements for Affiliation Covered	5. Compliance with government laws; 6. Compliance with MSCHE policies; 12. Governance; 13. Conflict of Interest; 14. Accurate reporting to MSCHE

NAME	POSITION
Jessica Caldi	Executive Assistant to the President (Co-Chair)
Richard Asthalter	Trustee
Sarah Murray	Faculty Librarian
Geraldine Ojalvo	Human Resources Manager
Anna Russakoff	Associate Professor & Department Chair, Art History & Fine Arts (Co-Chair)

WG Charge

This group is charged with examining:

- How AUP's mission is enacted in all activities with integrity.
- Whether AUP has clearly articulated policies, procedures and practices that guide internal and external activities in an ethical manner

Anticipated collaborations

Ethics and Integrity impact all facets of AUP. In 2017-18, the University conducted to this end a review of all policies across all departments, programs and units. Attention has been paid to revising and updating, eliminating inconsistencies, including input and oversight from the Board of Trustees, and setting in place a University-wide approval process and a cycle of

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review of policies. By May 2018, all University policies will be published in one searchable database on our website.

We expect to collaborate with all other Working Groups, particularly Working Group 1 (Standards I and VII), and with key campus offices including the Board of Trustees, The Academic Affairs Office, The Office of Human Resources, The Office of University Communications, and The Office of the President.

Main lines of inquiry

- What policies and procedures demonstrate AUP's commitment to academic and intellectual freedom, and to freedom of expression? How were these policies developed, how frequently are they reviewed and revised, and how are they publicized?
- What policies and procedures govern the handling of complaints and grievances; the avoidance of conflicts of interest; fair and impartial hiring practices; and internal and external communications? How were these policies developed, how frequently are they reviewed and revised, and how are they publicized?
- How does the University foster a climate of respect and cultural understanding?

5.2.4. Working Group 3

Standard covered	Standard III: Design and Delivery of the Student Learning Experience
Priorities covered	Building a Learning Community of Global Explorers, Creating a Global Liberal Arts Curriculum and Multiple Pathways of International Careers, Designing a campus for AUP's Global Community, Communicating AUP Global Reach, Achieving Institutional Sustainability
Requirements for Affiliation Covered	8. Systematic Evaluation of all Programs, 9. Student Learning Programs – rigor, coherence and assessment, 15. Core of Faculty and other appropriate professionals

NAME	POSITION
Linda Martz	Director of Advising and Associate Professor (co-chair)
Will Bisbee	Graduate Student, Master of International Affairs
Cary Hollinshead-Strick	Associate Professor of Comparative Literature
Stephane Malo	Associate Professor of International Business Administration
Jonathan Shimony	Associate Professor of Fine Arts
Christine Tomasek-Guillemain	Associate Dean of Academic Administration (co-chair)
Hannah Westley	Assistant Professor of Global Communications

WG Charge

This group is charged to examine:

- How AUP's mission is reflected in the range of programs offered
- How AUP's programs at all levels demonstrate the highest rigor and coherence

Anticipated collaborations

As the provision of student learning is the core activity of AUP, we expect to collaborate with a range of units across the institution, in particular all academic departments and programs, both undergraduate and graduate, Academic Affairs and its extended network of academic support services (the library, ARC, the Writing Lab, the Teaching and Learning Center), AUP's

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research centers, Faculty Governance structures including the General Education and Curriculum committees, Human Resources, and Communications. We expect our principle collaborations with other WGs to be with those covering Standards II, IV, and V.

Main lines of inquiry:

- How legible are our offerings, particularly our undergraduate majors, to students and their families? Can students understand requirements for graduation and plan and complete them in a timely, straightforward manner? How coherent are our offerings across the departments in terms of student access and legibility?
- Are our policies for general education, particularly English, French and math, clear and coherent? Are our remaining distribution requirements comprehensible and coherent? Are student learning outcomes clear and coherent, and are students reaching those outcomes? We should be looking at information collected regarding current programs in comparison with the long-standing project of reforming our General Education program to ensure that the new proposal takes in consideration our assessment of the current program.
- Are our graduate program policies clear, coherent, and accessible to students? Do graduate programs clearly describe the breadth of academic and practical training that they offer and how students can take full advantage of our offering? Are professional skills, advice, and opportunities fully integrated in graduate programs offered by the University (internships, career mentoring, etc.)? How visible to students are graduate faculty and their various achievements? All of this is well advertised and explained on the new graduate webpages and AUP's online Faculty Directory.
- Best practices include experiential learning and mentored research. How effective is AUP's curriculum at encouraging students to learn experientially (including study abroad and practica) and to participate in research outside a typical classroom context? Part of the student learning experience happens in a professional context. How effective is AUP's support for students who choose to do an internship as part of their studies? How well are internships integrated in AUP's overall degrees?
- Are our academic support services appropriately aligned to support our curriculum? Are they sufficiently interconnected for student users to find them coherent? How are the Research centers connected to our curriculum at both the graduate and the undergraduate level?
- How do we ensure that our resources are aligned to support the delivery of our educational experience? In addition to the above referenced support services, how do we ensure that our services are fitting the needs of our professors and our students. Very importantly, as we seek to expand our campus, what steps are being taken to build that future campus to match the needs of our professors and students to best support the delivery of the educational experience.
- How do we hire our permanent and adjunct faculty (Selection criteria? CDI search organization and process?) Are our hiring practices in line with AUP's mission and how do they help us support the delivery of the AUP learning experience? How do we encourage faculty development? How do we help our faculty grow and pursue their teaching and research interests once we have hired them?

5.2.5. Working Group 4

Standard covered	Standard IV: Support of the Student Experience
Priorities covered	Building a Learning Community of Global Explorers, Creating a Global Liberal Arts Curriculum and Multiple Pathways of International Careers, Designing a campus for AUP's Global Community, Communicating AUP Global Reach, Achieving Institutional Sustainability
Requirements for Affiliation Covered	8. Systematic Evaluation of all Programs, 9. Student Learning Programs – rigor, coherence and assessment, 10. Institutional Planning, 15. Core of Faculty and other appropriate professionals

NAME	POSITION
Kevin Fore	Dean of Student Development (Chair)
Darcee Caron	Coordinator of Internships and Corporate Liaison
Marly Phillips Nicol	Undergraduate Student
Ann Borel	Director, Academic Resource Center
Anna Leslie Chapman	Graduate Student
Elizabeth Guinel	Graduate Program Administrator
Jennifer Larsen	Manager of Residential Life
Jorge Sosa	University Librarian
Michelle Kuo	History, Law and Society Professor

WG Charge

This group is charged to examine:

- How AUP's mission drives recruitment and admission to all programs
- How AUP's commitment to student-centered learning and student success is reflected in effective support services

Our Working Group discussions to date have allowed us to 1) determine with which offices and colleagues we will need to collaborate in order to demonstrate adherence to Standard IV 2) establish our main lines of inquiry, listed below and 3) begin to collect our evidence inventory. Throughout this process, we plan to reflect on how we link data and assessment to outcomes and planning, and how we measure student satisfaction.

Anticipated collaborations

To complete our mission successfully, we will need to collaborate with the following offices and services: the Admissions Office, including Financial Aid; Student Development Office, including for counseling, learning accommodations, health, student leadership, athletics and the cultural program; Advising, Career and Internship Office; Faculty, including Ruth Corran for Math Placement, Cary H-Strick and Ann Mott, EN/CL faculty for English Placement and possibly IBA for questions related to student preparedness; Residential Life; Registrar's Office; Academic Resource Center; Library; Student Accounting Services; Institutional Research; Outreach and Development ; University Communication for more on Orientation redesign; Tech/Media Tutors; Writing Lab. Student data on challenges in Academic writing and Math; and Financial Accounting.

Main lines of inquiry

We will assess how effective a student-centric approach we have adopted in the following areas:

- **Student Development Services:** with a focus on counseling and health service as well as opportunities provided through Student Development to learn French
- **FIT Students and Recruitment:** an assessment of our FIT strategy and marketing; business processes in the Admissions Office; and our COOP programs
- **Tuition, Scholarships and Financial Aid:** effectiveness of scholarships; communication about financial aid; review of refunds on tuition payment; and review of how socio-economically diverse our student body is today
- **Career, Advising and Programming:** how well are we preparing graduates, how helpful is our internship program, how do we demonstrate outcomes and are students aligning academics with career goals?
- **Retention:** review of strategy over past five year and exit survey results. Have residential life, counseling and health services helped with retention? How do we support at risk and transfer students? How do our retention and graduation rates compare with other schools?
- **Assessment:** review of planning and assessment culture for Standard IV
- **Integrated and Experiential Student Learning:** review new Orientation experience, integrated services for better student learning, library's role in our mission, new student life center and Quai Building, co-curricular record and recent assessment of Cultural Program
- **FERPA and Student Privacy:** review Registrar Office and Student Development policies and procedures
- **Academic Support to Admitted Students:** review math clinic, placement, learning accommodations, degree requirement communication and transfer credit process

5.2.6. Working Group 5

Standard covered	Standard V: Educational Effectiveness Assessment
Priorities covered	Building a Learning Community of Global Explorers, Creating a global liberal arts curriculum and multiple pathways of international careers, Institutional sustainability
Requirements for Affiliation Covered	8. Systematic Evaluation of all Programs, 9. Student Learning Programs – rigor, coherence and assessment, 10. Institutional Planning

NAME	POSITION
Ruth Corran	Chair, Computer Science, Mathematics and Environmental Science Department Professor, Mathematics (Co-chair)
Maggie MARTIN	University Registrar
Rebekah RAST	Director, Teaching & Learning Center Professor, English & Linguistics
Claudia RODA	Dean of Assessment, Learning and Institutional research Professor, Computer Science (Co-chair)
Michael STOEPEL	Faculty Librarian

WG Charge

This group is charged with examining:

- How the AUP mission is reflected in student expectations of learning and achievement, and
- How AUP demonstrates a culture of evidence-based processes and outcomes with regard to assessment of student learning

Anticipated collaborations

- Office of Assessment, Learning and Institutional Research
- WGs for standards III and IV
- General Education Committee
- Curriculum Committee
- Teaching and Learning Center

Main lines of inquiry

In addition to the particular Working Group charges listed above, this group will address progress on the suggestion made by the Periodic Review Report reviewers:

- That AUP move forward with an assessment and reorganization of the curriculum (majors, general education, First Bridge) that is sustainable and is in alignment with the needs and aspirations of their global explorers

5.2.7. Working Group 6

Standard covered	Standard VI: Planning, Resources, and Institutional Improvement
Priorities covered	Building a Learning Community of Global Explorers, Designing a campus for AUP's Global Community, Achieving Institutional Sustainability
Requirements for Affiliation Covered	8. Systematic Evaluation of all Programs, 10. Institutional Planning, 11. Financial Resources

NAME	POSITION
Diane Bonneau	Chair, Department of International Business Administration (Chair)
Valerie Fodé	Executive Vice-President for Finance & Administration
David Horn	Director of Campus Planning & Facilities
Everett Robinson	Communications & Training Manager
Brenda Torney	Coordinator of Academic Budgets & Grants
Rose Weeber	Residential Life Assistant
Tim Rogers	Vice-President & Director, Enrollment Management

WG Charge

This group is charged to examine:

- How Processes, resources and structures align to fulfill AUP's mission
- How AUP responds and adapts to change
- How AUP engages in reflective practices that allow ongoing improvement

Anticipated collaborations

In order to assess the goal of *Building a Learning Community of Global Explorers*, the work group will look at the planning, resources and improvement over time in terms of the types of students admitted. This will entail collaboration with the Admissions staff. The design planning of our newest building on the Quai d'Orsay, along with the related changes to infrastructure and facilities elsewhere on campus, will provide input for our success in *Designing a Campus for AUP's Global Community* - thus collaborating with two offices: Campus Planning & Facilities and the Provost's Office. Analyzing and reporting on the goal of *Achieving Institutional Sustainability* will involve an assessment of our budgeting process over time, as well as other financial decision-making processes, dashboard, KPI and other financial ratios – information to be provided by the Finance and Administration Division.

Main lines of inquiry

Since this work group is charged with examining AUP's planning, resources and institutional improvement, it will necessarily review AUP's efforts towards meeting the three priorities listed above: *Building a Learning Community of Global Explorers, Designing a Campus for AUP's Global Community, and Achieving Institutional Sustainability*. The group will review the planning processes, resources allocated, and improvement over time relative to these three priorities with an eye to answering the following broad questions:

- Have we succeeded in identifying and admitting more *Global Explorers* to AUP over time?
- How have we planned the design for the Quai d'Orsay building and related moves elsewhere on campus?
- Have our planning processes been institutionalized and driven our forward motion?
- Have we become more financially sustainable since the last Self-Study?

We will also address the following recommendations made by the PRR reviewers:

- **Institutional Resources:** The readers recommend that the pre-arrival housing arrangement be continued, and that it be expanded to ensure that it remains available to students who are interested in continuing in these accommodations beyond their first year.
- **Leadership and Governance and Administration:** The readers recommend that AUP move forward with the implementation of the more institutionalized budget and financial reporting systems described in the PRR.
- **Integrity:**
 - The readers recommend that AUP investigate the disparity among departments in reporting academic violations by students to the appropriate bodies.

5.2.8. Working Group 7: Evidence Inventory

NAME	POSITION
Everett Robinson	ITS Communications and Training manager (Chair)
Taylor Brooks	Institutional Research Analyst
Claudia Roda	Dean of Assessment, Learning and Institutional Research

WG Charge

This WG manages the collection and annotation of institutional data and documentation that will be part of the Evidence Inventory. The WG:

- Provides tools for data collection and data management.
- Ensures that a single copy and a single version of each document is referenced by other WGs.
- Supports WGs in selecting only documents of appropriate quality for inclusion in the inventory.
- Guides the design of the Inventory so that it will eventually become the core piece of an Institutional Archive
- Interfaces with the MSCHE to ensure access to the Inventory for the reviewers according to the MSCHE requirements

Anticipated collaborations

Collaborations will be established with all Working Groups to collect material for the inventory, and with the ITS office and the library to define the structure of an institutional archive.

Main lines of inquiry

- An online form which holds the results of the documents uploaded to support AUP's compliance with standards and criteria.
- Excel to normalize the results and guide the schema needed for an Institutional Archive.
- Definition of the tool and preliminary implementation of the Institutional Archive

6. Guidelines for Reporting

Each WG should complete drafts and the final report according to the timeline specified in the [deliverable section](#) below and using the template available in [Appendix 1](#).

7. Organization of the Final Self-Study Report

The Self-Study report will be organized in the following sections.

7.1. Executive Summary

A brief description of the major findings and opportunities for improvement and innovation identified in the Self-Study

7.2. Introduction

An introduction to AUP, including the mission, a brief summary of the history, type, size, and student population. This section will also refer to previous accreditation history and the last PRR in particular.

The introduction will also provide a rationale for the standard-based approach and indicate how the institutional priorities analyzed in the Self-Study were selected by outlining the processes that led to the creation of our strategic plan 2015-2020.

Finally, the introduction will present the remaining chapters of the Self-Study report are organized and how the Evidence Inventory is used.

7.3. Chapters for each Standard

Seven chapters of the report will address each one of the standards and will focus on the relevant institutional priorities. **The chapters will provide an analysis of the level of achievement of the institutional priorities through the lens of the standard and will identify strengths, challenges and opportunities for ongoing institutional improvement and innovation.** Criteria Cross-references will be provided to relevant materials in other parts of the report and within the Evidence Inventory.

7.4. Conclusions

The conclusions will summarize the findings of the Self-Study process. Given our objective to “Evaluate progress against current strategic priorities as defined in the 2015-2020 Strategic Plan and make recommendations for the 2020-2025 strategic plan, ensuring smooth integration of the assessment processes”, the conclusions will also include these recommendations and an initial plan for addressing both challenges and opportunities.

Finally, we will reflect on the Self-Study process and how it was, hopefully successfully, used to improve student learning and support the achievement of our mission and goals.

8. Verification of Compliance Strategy

The Office of the President will be responsible for the Verification of Compliance with Accreditation-Relevant Federal Regulation process. In filling out the compliance grid, the Office will refer to the updated version of the [2017 compliance verifications document¹](#) that will be sent to us the semester before submission of the Self-Study. President Celeste Schenck and Executive Assistant to the President Jessica Caldi, who is a member of the Steering Committee, will ensure coordination with the Working Groups. AUP is classified under the 1965 Higher Education Act as a “foreign school” and is subject to fewer and, occasionally, different federal requirements than US-based institutions of higher education.

Note that requirements of Affiliation 1-6 and 14 are addressed via the Verification of Compliance report. No additional work is required for those Requirements of Affiliation other than to complete the Compliance Report. The reviewers confirm compliance with those Requirements. That is, there's no need for additional documentation (in the Evidence Inventory or otherwise) or notation regarding the Requirements, as any documentation provided as evidence for the Compliance report satisfies the Requirements 1-6 & 14 as well.

This Requirement of... Affiliation...	...will be addressed in connection with these areas of compliance:
1. License to operate	Title IV Program Responsibilities; Standing with State and other Accrediting Agencies
2. Institution is operational	Transfer of Credit Policies and Articulation; Required Information for Students and the Public; Standing with State and other Accrediting Agencies
3. Has graduated at least one class	Required Information for Students and the Public
4. Communicated with Commission in English	Required Information for Students and the Public;
5. Compliance with laws and regulations	Student Identity Verification in Distance and Correspondence; Transfer of Credit Policies and Articulation; Title IV Program Responsibilities; Institutional Record of Student Complaints; Required Information for Students and the Public; Standing with State and other Accrediting Agencies; Contractual Relationships; Assignment of Credit Hours
6. Compliance with Commission, inter-regional, and inter-institutional policies	Transfer of Credit Policies and Articulation; Institutional Record of Student Complaints; Required Information for Students and the Public; Contractual Relationships; Standing with State and other Accrediting Agencies; Assignment of Credit Hours
14. Governing body provides information	Title IV Program Responsibilities; Required Information for Students and the Public; Standing with State and other Accrediting Agencies; Contractual Relationships

9. Evidence Inventory

Steering Committee Members, Working Group Chairs and Working Group Members contribute to the Evidence Inventory through an online form (see appendix 2 which includes the fields shown in the table below. The input collected is regularly consolidated by Working

¹ https://www.msche.org/publications/Compliance_InstitutionalTemplate2017.docx

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Group 7. Overlaps and inconsistencies are resolved through communication with individual WG chairs or at Steering Committee meetings.

The evidence Inventory tables, attached as appendix 4 of this design document, list all documents that WGs have identified as potentially useful to address the Standard and Priorities assigned to them. The Inventory is likely to be much smaller once the WGs have selected the material best adapted to support their analysis.

Form Entry	Instructions
Username	The net id of the person filling the entry
Standard	The MSCHE Standard for which the document is relevant
Criteria	The Criteria (within the standard) for which the document is relevant
Document, Process, or Procedure name	The name of the document
Document Date	The date appearing on the document
Document Owner	The owner of the document (office, department, individual, ...)
Does this document currently exist?	Whether the document already exists or it should be created
Describe why this document is relevant to the Criteria	Describe why this document is relevant to this criterion - MSCHE asks us to make sure that we only include evidence that is clearly useful to demonstrate compliance with the standards. Please be sure to fully justify why this upload is important so we can accurately decide its relevance in the review phase.
Provide a general description of the document	Provide a General description of the document - For this field, please do not assume that a document is self-explanatory. The text entered here will help us when the reviewers need to understand what the document is about. Give as much detail as possible.
Confidential	Whether the document is confidential (in which case upload is blocked and the document will be processed separately)
Link	A link to the document
Should this document be in the appendix?	An indication of whether the document is considered important enough to be included in the Self-Study document as an appendix
Comments	Add any helpful information about your document. Please indicate if you feel this document could be related to another standard.

10. Self-Study Timetable and Deliverables

A more detailed timeline and deliverable list is available in appendix 3.

October 2017	Kick-off meeting Steering Committee
November 2017	Self-Study Institute
November 2017 - March 2018	Working groups prepare draft Self-Study Design and first version of Evidence Inventory
March 2018	Submit draft of Self-Study Design to MSCHE liaison March
April 2018	MSCHE VP liaison visits to provide feedback on Design
April 2018	Self-Study Design revisions complete (with approval from MSCHE)
June 2018	Working Groups produce preliminary draft report (bullet points sufficient) including gaps in evidence inventory and chairs meet with Steering Committee to discuss possible overlaps, synergies and gaps
May – November 2018	Working Groups identify/ gather documents (including documentation for compliance report) review data, conduct interviews, meet with Steering Committee
June – November 2018	Prepare, conduct, and analyze campus-wide survey
December 2018	WG chairs give progress update to Steering Committee
December 2018 - January 2019	First drafts of chapters from Working Groups; feedback obtained
January-May 2019	Team Chair selected and confirmed
March 2019	Second drafts from Working Groups submitted to Self-Study co-chairs May-June
March – April 2019	Co-chairs draft first complete Self Study based on drafts by Working Groups
May – June 2019	Review and community-wide discussion of Self-Study; revisions made as necessary based on feedback
September – November 2019	Begin preparation of Verification of Compliance Report
October 2019	Second draft of Self-Study generated and distributed
30 October 2019	Self-Study draft to Team Chair in advance of Preliminary Visit
November 2019	Preliminary Visit by Team Chair; feedback on Self-Study Draft December
December 2019	Verification of Compliance report due
November – December 2019	Final version of Self-Study including revisions based upon feedback from Team Chair
30 January 2020	Final version Self-Study to Visiting Team and Evidence inventory uploaded to MSCHE portal (6 weeks prior visit)
March/April 2020	Visiting Team on campus
June 2020	Commission meets to determine accreditation action

11. Communications Plan

Goals:

- Inform the campus and the wider AUP community about the University's Self-Study process and the purpose, goals, objectives, and outcomes of the Self-Study.
- Communicate the importance of broad participation and engagement in the Self-Study process and the value of each individual to the University's mission.
- Report regularly to the Board, faculty, staff and students at appropriate meetings.
- Solicit feedback from target audiences on the draft Self-Study report before it is submitted.

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- Through communications material, educate faculty, staff, students, and other relevant audiences about the University's mission, achievements, goals, and direction, emphasizing accountability, assessment, and improvement.

Tools:

- Create Self-Study pages on the AUP website that can be used as a reference for structure, documents and information about the Self-Study
- Create a dedicated email template to communicate about the Self-Study
- Create a one-page information sheet that can be used as a handout
- Use the selfstudy@aup.edu email address for all feedback

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Objectives	Audience	Method	Timing	Responsible Person(s)
Phase 1 Planning of Self-Study process Objective: Inform community about Self-Study process Timeline: October 2017 – April 2018	Students	Presentation to student senate	1x per semester (middle of the semester)	Student on Steering Committee
	Alumni	Included in alumni newsletter	1x per semester	Communications
	Faculty	Presentation to faculty senate and email to faculty	1x per semester (middle of the semester)	Committee Chair and Communications
	Board of Trustees	Meeting with liaison officer	April	Chair of the Steering Committee
	Administration/Staff	Presentation to senior staff and email to all staff	1x per semester	Committee Chair and Communications
Phase 2 Updates from Working Groups Objective: Update audiences about progress and gather feedback about working group reports Timeline: May 2018 – April 2019	Students	Presentation of current working group reports to student senate	1x per semester (middle of the semester)	Student on Steering Committee
	Alumni	Included in alumni newsletter	1x per semester	Communications
	Faculty	Email to faculty members and presentation to faculty senate	1x per semester	Communications and Committee Chair
	Board of Trustees	Presentation to Board of Trustees	1x per semester at Board meeting	Chair of the Steering Committee

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	Administration/Staff	Email to staff members and presentation to senior staff	1x per semester	Communications and Committee Chair
Phase 3 <u>Review of Self-Study</u> Objective: Update audiences about progress and gather feedback about the Self-Study document Timeline: May 2019 – January 2020	Students	Presentation of current working group reports to student senate	1x per semester	Student on Steering Committee
	Alumni	Included in alumni newsletter	1x per semester	Communications
	Faculty	Email to faculty members and presentation to faculty senate	1x per semester	Communications and Committee Chair
	Board of Trustees	Presentation to Board of Trustees	1x per semester at BoT meeting	Co-Chairs of the Steering Committee (Provost, Dean)
	Administration/Staff	Email to staff members	1x per semester	Communications
Phase 4 <u>Preparation for PRP</u> General: Leaders of each unit to communicate to unit members about PPR Objective: To prepare all audiences for the Peer Review Process and more detailed the campus visit of the review committee Timeline: January 2020 – March/April 2020	Students	Email	January 2020	Committee Chair and Communications
	Alumni	Email	January 2020	Committee Chair and Communications
	Faculty	Email	January 2020	Committee Chair and Communications
	Board of Trustees	Presentation to Board of Trustees	January Board Meeting	Co-Chairs of the Steering Committee (Provost, Dean)
	Administration/Staff	Email	January 2020	Committee Chair and Communications

12. Evaluation Team Profile

AUP seeks a balanced team of evaluators from both sides of the Atlantic which can provide synergistic coverage of both American standards of accreditation and global higher education context to the rest of the members on the team. We would welcome administrators who have had experience in managing enrollment growth, reviewing and substantially changing their institution's academic portfolio, or internationalizing their own campuses via partnership agreements. In addition, we would welcome having on the team a peer "consultant" who has presided over substantial campus consolidation and renovation, as well as the establishment of campus management systems. It is critical for the Commission to include within the evaluation team at least two members chosen from the Association of American International Colleges and Universities (AAICU), the consortium to which AUP belongs and which is composed of 26 American-accredited institutions across Europe, the Middle East, North Africa, and Central Asia. Leaders of these institutions understand the distinct challenges faced by our kind of university and will be able to serve as "cultural translators" to the American members of the team who, while well versed in the MSCHE Standards of Excellence, may know little of European labor law and other constraints that our learning communities abroad face in common.

The team might include presidents who have internationalized their own campuses and who are interested in the nature and impact of study abroad, such as leaders of AUBG, a sister institution of AUP. The team might also include a higher education finance consultant or someone who has previously served as CFO and President of a university and is a regular MSCHE evaluator.

As our largest departments are business, communication and politics, we would appreciate having at least one faculty member on the evaluation team with background and experience in these disciplines.

13. Appendix 1: Template for WG Reporting

1. Overview of Working Group's Charge

A brief description of the Standards and Priorities assigned to the Working Group and their alignment with one another and the institution's mission.

2. Description of Lines of Inquiry

Overview of the lines of inquiry to be addressed by the Working Groups and how these enable the Working Group to fulfill its charge and the institution's Self-Study objectives.

3. Collaboration, Connections and Evidence Inventory Approach

Overview of the Working Group's collaborations with those refining the Evidence Inventory and, where applicable, Verification of Compliance process, and a list of documentation to be included in the Evidence Inventory. In addition, a description of collaborative discussions with members of other Working Groups and, where needed, strategies for avoiding undue duplication.

4. Assessment Information Utilized

Description (or listing) of assessment information utilized to conduct analyses consistent with the lines of inquiry.

5. Analytical Report

Analytical report that addresses lines of inquiry.

6. Areas of Strength

Based on analytical report, assessment-based areas of strength consistent with the Working Group's charge and assigned Standards and Priorities.

7. Opportunities for Improvement and Innovation

Based on analytical report, assessment-based opportunities for improvement and innovation consistent with the Working Group's charge and assigned Standards and Priorities.

8. Suggested Initiatives for Continuous Quality Improvement

Suggested initiatives the institution could undertake for continuous improvement and innovation.

14. Appendix 2 Evidence Inventory Input Form

Below is an image of the input form that members of the AUP community can access online:
[online form](#)

STANDARD *

- Select -

CRITERIA *

- Select -

DOCUMENT, PROCESS, OR PROCEDURE NAME *

Provide the name of the document, process, or procedure.

DOCUMENT DATE

Year Month 

DOCUMENT OWNER

DOES THIS DOCUMENT CURRENTLY EXIST? *

Yes
 No
 I am not sure

DESCRIBE WHY THIS DOCUMENT IS RELEVANT TO THE CRITERIA

PROVIDE A GENERAL DESCRIPTION OF THE DOCUMENT

CONFIDENTIAL *

Yes
 No

DOCUMENT FILE

No file chosen

Files must be less than 50 MB.
Allowed file types: gif jpg jpeg png bmp eps tif pict psd txt rtf html pdf doc docx odt ppt pptx odp xls xlsx ods xml avi mov mp3 ogg wav dmg jar rar tar zip.

15. Appendix 3: Detailed Self Study Timeline and Deliverables

Color codes

WG deliverables	Deliverables to MSCHE
Steering Committee Meetings	

Dates are only tentative after April 2018

Self-Study Design: After attending the Self-Study Institute, AUP prepares and submits the Self-Study Design with a draft Documentation Roadmap.	11 October '17	Kick-off meeting Steering Committee – WG identification
	6-8 Nov. '17	Self-Study Institute (Ruth, Jessica, Claudia)
	15 Nov. '17	Report to Steering Committee from Self-Study Institute: Self-Study template, institutional priorities, Self-Study outcomes, WG charges, Evidence Collection
	Oct. – Nov. '17	WG meetings
	17 Nov. '17	Forms for submissions to Evidence Inventory ready to use
	22 Nov. '17	Self-Study presentation at Council of Chairs
	24 Nov '17	Schedule Steering Committee meetings 2017-2018
	24 Nov. '17	WG input for first draft Self-Study Design and Evidence Inventory
	6 Dec. '17	Self-Study presentation at Faculty Senate
	8 Dec. '17	Prepare first draft Self-Study Design and distribute to Steering Committee
	20 Dec. '17	Steering Committee meeting: <ul style="list-style-type: none"> • Discussion of first draft of Self-Study Design and Evidence Inventory • WG coordination • Gap analysis and planning
	30 Jan. '18	Organize MSCHE VP liaison visits
	30 Jan. '18	WG input for second draft Self-Study Design and Evidence Inventory
	6 Feb. '18	Co-chairs call with Dr. Faison (MSCHE liaison officer)
	14 Feb '18	Self-Study presentation at Senior Staff meeting
	15 Feb. '18	Prepare second draft Self-Study Design and distribute to Steering Committee
	15 Feb. '18	Evidence Inventory Consolidated
	21 Feb. '18	Self-Study design document presentation at faculty senate
	21 Feb '18	Steering Committee meeting: <ul style="list-style-type: none"> • Discussion of second draft of Self-Study Design and Evidence Inventory • WG coordination • Gap analysis and planning
	14 March '18	Submit draft of Self-Study Design to MSCHE liaison (2 weeks in advance of the on- campus Self-Study preparation visit by the institution's staff liaison)
2. Self-Study Preparation Visit and Approval: Commission staff liaison visits AUP after reviewing the Self-Study Design and	3 April '18	MSCHE VP liaison visits. See schedule in
	4 April '18	Steering Committee meeting: debrief of liaison visit and plan for final version of Self-Study Design
	April '18	Prepare final Self-Study Design
	April '18	Self-Study Design revisions completed and submitted (with approval from MSCHE)

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3. Self-Study Process AUP engages in Self-Study, evaluating its mission and strategic goals and objectives in relation to the Commission's Standards for Accreditation and Requirements of Affiliation. AUP submits Self-Study Report	April - May '18	Working Groups meet to identify/ gather necessary documents including documentation for compliance report, review data, conduct interviews, identify gaps in data
	11 June '18	Evidence Inventory Consolidated
	11 June '18	Working Groups produce preliminary draft report (bullet points sufficient) including gaps in evidence inventory.
	14 June '18	Working Groups chairs meet with Steering Committee to discuss possible overlaps, synergies and gaps.
	June –Nov. '18	Prepare, conduct, and analyze campus-wide satisfaction survey (optional)
	Sept. – Nov. '18	Working Groups review data, conduct interviews, prepare report
	30 Nov. '18	WG chairs give progress update to Steering Committee
	Dec. '18 – Jan. '19	First drafts of chapters from Working Groups to Steering Committee
	15 Feb. '19	Steering Committee provides feedback on chapter drafts
	Feb. '19	Begin preparation of Verification of Compliance Report
	Jan.-May '19	MSCHE: Team Chair selected and confirmed, visit dates chosen; Self-Study design sent to Chair
	ASAP Jan.-May '19	Organize Team Chair visit
	15 March '19	Second drafts of chapters from Working Groups to Steering Committee
	15 March – 1 May '19	Evidence Inventory Consolidated; First version of Archive
	15 March – 1 May '19	First complete draft Self-Study
	30 March - 1 May '19	Steering Committee reviews of integrated document
	May-June '19	Review and community-wide discussion of Self-Study; revisions made as necessary based on feedback
	Sept. – Nov. '19	Work on Verification of Compliance report (when final form is available)
	1 Oct. '19	Second draft of Self-Study ready
	1 - 30 October '19	Second draft of Self-Study distributed to community
	30 Oct. '19	Self-Study draft to Team Chair two weeks before preliminary visit
4. Peer Review Process Team peers evaluate the institution. Team submits Report and institution submits an Institutional Response.	Beginning of Nov.	Verification of Compliance report to Steering Committee
	About 15 Nov. '19	Preliminary Visit by Team Chair; feedback on Self-Study Draft
	Nov. - Dec. '19	Final version of Self-Study including revisions based upon feedback from Team Chair
	Dec. '19	Verification of Compliance submitted
	Jan. 2020	Final version of Self-Study circulated to campus and approved by BoT members
	30 Jan. 2020	Final version Self-Study to Visiting Team and Evidence inventory uploaded to MSCHE portal (6 wks prior visit)
	15 March – 15 April 2020	Visiting Team on campus
	June or November 2020	Commission meets to determine accreditation action (June if team visit before April 15; November if team visit after April 15)

15.1. Deliverables and Important Dates

WG = Working Group SC = Steering Committee SS = Self-Study EI = Evidence Inventory

Date Due	Description	Person/Group responsible
24 Nov. '17	WGs input for first draft SS Design and EI	WG chairs
8 Dec. '17	First draft SS Design distributed to SC	SC Co-Chairs
30 Jan. '18	Organize MSCHE VP liaison visits	SS Coordinator
30 Jan. '18	WGs input for second draft SS Design and EI	WG chairs
15 Feb. '18	Second draft SS Design distributed to SC	SC Co-Chairs
15 Feb. '18	EI Consolidated	EI WG
14 March '18	Draft of SS Design to MSCHE liaison	SC Co-Chairs
3 April '18	MSCHE VP liaison visits	ALL
April '18	Final Self-Study Design including revisions	SC Co-Chairs
April '18	Self-Study Design revisions completed and submitted	SC Co-Chairs
11 June '18	Preliminary draft report (bullet points) including gaps in EI	WG chairs
30 Nov. '18	WG chairs give progress update to SC	WG chairs
Dec. '18 – Jan. '19	First drafts of chapters from WG to SC	WG chairs
Jan.-May '19	Self-Study Design sent to Chair	SC Co-Chairs
ASAP Jan.-May '19	Organize Team Chair visit	SS Coordinator
15 March '19	Second drafts of chapters from WG to SC	WG chairs
15 March – 1 May '19	First complete draft Self-Study	SC Co-chairs / Editor
1 Oct. '19	Second complete draft Self-Study	SC Co-chairs / Editor
30 Oct. '19	SS draft to Team Chair two weeks before preliminary visit	SC Co-chairs / Editor
About 15 Nov. '19	Preliminary Visit by Team Chair; feedback on Self-Study Draft	ALL
Nov. - Dec. '19	Revisions of Self-Study based on Team chair feedback	SC Co-chairs / Editor
Dec. '19	Verification of Compliance submitted	SC Co-chairs
30 Jan. 2020	Final version Self-Study to Visiting Team and Evidence inventory uploaded to MSCHE portal (6 wks prior visit)	SC Co-chairs
15 March – 15 April '20	Visiting Team on campus	ALL

16. Appendix 4: Evidence Inventory Tables

The tables in the following pages show the contents of the evidence inventory for each one of the standards and criteria.

Important note: the mention “not available” in the last column only means that we haven’t yet created the unique link to the document (and not that the document is not available at AUP).

Standard I: Mission and Goals - Criteria I

Criteria 1. An accredited institution possesses and demonstrates the following attributes or activities: clearly defined mission and goals that:a. are developed through appropriate collaborative participation by all who facilitate or are otherwise responsible for institutional development and improvement;b. address external as well as internal contexts and constituencies;c. are approved and supported by the governing body;d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;f. are publicized and widely known by the institution's internal stakeholders;g. are periodically evaluated;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1001	AUP Ascending 2015-2020 Strategic Plan		1/1/15		Yes	University wide strategic plan	No	Not Available
1003	Faculty Manual		5/1/17		Yes		No	Available
1023	Operational metrics plan (2015-2018)		1/1/15		Yes		No	Not Available
1024	AXIOVAL consulting outcomes	consulting project taking strategic plan to metrics plan from 2018 forward	1/1/18		No		Yes	Not Available
1025	Participatory development on strategic plan in 2014-2015	(wording that we can use)	1/1/14		Yes		Yes	Not Available
1026	Non-profit status: Association 1901 materials sent to French state		1/1/17		Yes		Yes	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1027	Delaware Incorporation status		1/1/17		Yes		Yes	Not Available
1028	Accreditation: Middle States				Yes		No	Available
1029	RNCP materials		7/1/17		Yes		Yes	Not Available
1030	Minutes in the Faculty Senate, Trustees, Leadership team, Students (?) for approval of strategic plan		1/1/15		Yes		No	Not Available
1034	Resources for faculty document		1/1/16	Claudia	Yes		No	Not Available
1035	Agenda new faculty workshop		1/1/16	Claudia	Yes		No	Not Available
1037	Instructions to apply for faculty development		1/1/16		Yes		No	Not Available
1038	Research centers: Mission statements				Yes		No	Not Available
1039	Preparing a dossier for promotion		12/1/17		Yes		No	Not Available
1040	Periodical President letters		9/1/17		Yes		No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1041	Annual letters from President		1/1/17		Yes		No	Not Available
1042	Search ads		10/1/17		Yes		No	Not Available
1044	Design your AUP documentation		1/1/17		Yes		No	Not Available
4001	Departmental Report - Art History and Fine Arts		6/1/16		Yes		Yes	Not Available
4002	Departmental Report - Comparative Literature and English		6/1/16		Yes		Yes	Not Available
4003	Departmental Report - Computer Science, Mathematics and Environmental Science		6/1/16		Yes		Yes	Not Available
4005	Departmental Report - Film Studies		6/1/16		Yes		Yes	Not Available
4006	Departmental Report - French Studies and Modern Languages		6/1/16		Yes		Yes	Not Available
4007	Departmental Report - Global Communications		6/1/16		Yes		Yes	Not Available
4008	Departmental Report - History		6/1/16		Yes		Yes	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4009	Departmental Report - International and Comparative Politics		6/1/16		Yes		Yes	Not Available
4010	Departmental Report - International Business Administration		6/1/16		Yes		Yes	Not Available
4011	Departmental Report - Psychology		6/1/16		Yes		Yes	Not Available
4033	Research Centers: Annual Reports				Yes		No	Not Available
4040	Departmental Report - Economics		6/1/16		Yes		Yes	Not Available

Standard I: Mission and Goals - Criteria 2

An accredited institution possesses and demonstrates the following attributes or activities: institutional goals that are realistic, appropriate to higher education, and consistent with mission;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
4034	Institutional outcome assessment		1/1/15		Yes		No	Not Available
4035	President Report to BoT		1/1/15		Yes		Yes	Not Available
4036	Finance & Administration Report to BoT		1/1/15		Yes		Yes	Not Available
4037	Advancement Report to BoT		1/1/15		Yes		Yes	Not Available
4038	Student Development Report to BoT		1/1/15		Yes		Yes	Not Available
4042	Periodic review report for Middle States (approved by Middle States and RNCP)		1/1/17		Yes		Yes	Not Available

Standard I: Mission and Goals - Criteria 3

An accredited institution possesses and demonstrates the following attributes or activities: goals that focus on student learning and related outcomes and on institutional improvement; are supported by administrative, educational, and student support programs and services; and are consistent with institutional mission;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1007	Student Handbook		1/1/17		Yes		No	Available
1043	Institutional Learning Outcomes and minutes from Fac Sen and Council of Chairs and CC and Gen Ed.		1/1/17		Yes		No	Not Available
1045	Design your life documentation		1/1/17		Yes		No	Not Available
1046	Advising manual		1/1/17		Yes		Yes	Not Available

Standard II: Ethics and Integrity - Criteria 1

An accredited institution possesses and demonstrates the following attributes or activities: a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1003	Faculty Manual	This document articulates rights, responsibilities, policies, and procedures related to faculty, including those dealing with Academic Freedom.	10/1/16	Academic Affairs	Yes	30 pages covering Academic Freedom, Shared Governance, Rights & Responsibilities, Management Structure, Governance Structure, etc.	No	Available
1007	Student Handbook	This document provides guidance to students on academic life and student rights (e.g. freedom of expression, freedom from discrimination, right to free speech, right to assemble, right to free and autonomous media organization, etc.).	8/1/17	Student Affairs	Yes	Handbook in printed and PDF form. Approx. 140 pages.	No	Available
5001	Policy on Social Media	This document will outline AUP policy on freedom of expression and guidelines specifically related to social media and other digital platforms such as YouTube.	12/1/17	Communications	No		No	Not Available

Standard II: Ethics and Integrity - Criteria 2

An accredited institution possesses and demonstrates the following attributes or activities: a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1065	Faculty promotion	This criteria speaks to the faculty who teach our curriculum.	5/1/17	Rank and Promotion Committee	Yes	This document explains how faculty are promoted.	No	Available

Standard II: Ethics and Integrity - Criteria 3

An accredited institution possesses and demonstrates the following attributes or activities: a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial, and assure that grievances are addressed promptly, appropriately, and equitably;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1007	Student Handbook	This document outlines grievance policies and procedures for students, and the role of the Conduct Board.	8/1/17	Student Affairs	Yes	Approx 140 pages in printed and PDF format covering Academic Life, Student Community, Student Life, and Student Emergency Guide.	No	Available
5010	Policy on Employment Disputes	This document will outline AUP's policy and procedure on employee grievances to ensure fair, impartial, and prompt treatment of complaints.	12/1/17	Human Resources	No	Policy following the new template.	No	Not Available

Standard II: Ethics and Integrity - Criteria 4

An accredited institution possesses and demonstrates the following attributes or activities: the avoidance of conflict of interest or the appearance of such conflict in all activitiesand among all constituents

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1002	By-Laws of The American University of Paris Inc.	Section 6.5 describes what constitutes a Conflict of Interest for trustees, and how those conflicts should be handled.	10/1/15	Board of Trustees	Yes	16 page document describing the purpose of AUP, its Board of Trustees, trustee Committees, University Officers, Indemnification and Insurance, and nondiscrimination.	No	Available
5003	The American University of Paris Board of Trustees Conflict of Interest Policy	This documents in detail the definition of Conflict of Interest, procedures, disclosure obligations, etc.	9/1/15	Board of Trustees	Yes	3-page policy and 1-page Trustee Disclosure Statement.	No	Available

Standard II: Ethics and Integrity - Criteria 5

An accredited institution possesses and demonstrates the following attributes or activities: fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1002	By-Laws of The American University of Paris Inc.	Article IX stresses AUP's policy of nondiscrimination.	10/1/15	Board of Trustees	Yes		No	Available
1004	Règlement intérieur	These 'company rules' describe AUP's fair and impartial employee discipline procedures.	9/1/13	Human Resources	Yes	12-page document describing company rules in accordance with French law.	No	Available
1005	Accord d'Entreprise sur le statut des Professeurs	This document governs the fair and uniform practices in faculty hiring, leave, classification, and salaries according to French law.	11/1/13	Human Resources	Yes	Collective bargaining agreement between AUP and faculty.	No	Available
5004	AUP Policy HR009EN - Salary Administration and Classification	This policy promotes compensation strategies that are fair and impartial.	2/1/18	Human Resources	Yes	University policy.	No	Available

Standard II: Ethics and Integrity - Criteria 6

An accredited institution possesses and demonstrates the following attributes or activities: honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1008	Recruitment Materials: Printed, Website, Online Webinars, Online Open House	All recruitment materials and tools are truthful and in line with AUP's mission.	8/1/17	Admissions	Yes	Various printed and online materials from the admissions office: brochures, magazines, catalogues, posters, online tools, etc.	No	Not Available
5005	Policy on Communication with Students and Applicants	This policy ensures that communication with students and applicants is honest, truthful, and consistent with the AUP mission.	2/1/18	Communications	No	Policy (to be drafted).	No	Not Available
5006	Policy on University Communications	This policy will govern editorial guidelines, permissions, roles, and responsibilities to ensure not only university brand consistency but truthfulness and accuracy in communications.	2/1/18	Communications	No	AUP policy drafted based on template.	No	Not Available

Standard II: Ethics and Integrity - Criteria 7

An accredited institution possesses and demonstrates the following attributes or activities: as appropriate to its mission, services or programs in place:a. to promote affordability and accessibility; b. to enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
5007	Policy on Financial Aid	This policy demonstrates that AUP promotes affordability and accessibility and clearly explains to students funding sources and options.	2/1/18	Admissions	No	Policy based on AUP policy template.	No	Not Available

Standard II: Ethics and Integrity - Criteria 8

An accredited institution possesses and demonstrates the following attributes or activities: compliance with all applicable federal, state, and Commission reporting policies, regulations, and requirements

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
5009	Website: Student Right to Know	The website makes available information such as retention and graduation rates; privacy and FERPA, accreditation, etc. This information demonstrates AUP's compliance with Commission reporting requirements.	11/1/17	Academic Affairs	Yes		No	Available
5010	Website: Credit Transfer	The website makes available information such as retention and graduation rates; privacy and FERPA, accreditation, etc. This information demonstrates AUP's compliance with Commission reporting requirements.	11/1/17	Academic Affairs	Yes		No	Available
5012	Website: Credit Hour Policy	The website makes available information such as retention and graduation rates; privacy and FERPA, accreditation, etc. This information demonstrates AUP's compliance with Commission reporting requirements.	11/1/17	Academic Affairs	Yes		No	Available

Standard II: Ethics and Integrity - Criteria 9

An accredited institution possesses and demonstrates the following attributes or activities: periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
5008	AUP Policy PR001EN - Policy Management	This policy governs the regular and consistent review of all university policies, including policies that deal with ethics and integrity.		Office of the President	Yes	policy document	No	Not Available

Standard III: Design and Delivery of the Student Learning Experience - Criteria 1

An accredited institution possesses and demonstrates the following attributes or activities: certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential, of a length appropriate to the objectives of the degree or other credential, designed to foster a coherent student learning experience and to promote synthesis of learning

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1006	Academic Handbook	This criteria speaks to the design of our programs.	8/1/17	Academic Affairs	Yes	This document outlines all our programs (required number of credits, course requirements) GE requirements as well as all academic policies.	No	Available
1063	Curriculum Committee Guidelines	This criteria speaks to the design of our curriculum and the document speaks to the guidelines for designing and amending the curriculum.	9/1/15	Curriculum Committee	Yes	general guidelines for curricular proposals	No	Available
4032	Faculty activity reports	This criteria speaks to the fostering of student learning and the design of our curriculum. Faculty are prompted to reflect on their course evaluations,e tc.		Academic Affairs	Yes	Faculty activity report (please attach a template copy)	No	Not Available
4059	Student Satisfaction Survey	This criteria speaks to the fostering of student learning. Important information is gathered through this survey that may be a good indictor here.		Academic Affairs	Yes	Student Satisfaction survey.	No	Not Available
4060	Next destination survey	This criteria speaks to the design of the curriculum and alumni may provide information that may help us understand the effectiveness of our curriculum.		IR	Yes	next destination or alumni survey	No	Not Available
8004	Course syllabi	This criteria speaks to the design of student learning.		Academic Affairs	Yes	These are individual course syllabi (available on the I drive) that show learning outcomes that link back to departmental learning outcomes and help foster student learning	No	Not Available
#N/A	Departmental Learning Outcomes	This criteria speaks to the design of the curriculum and how it fosters student learning.		Departments	Yes	See Claudia for Departmental Learning Outcomes. I don't know if this is a separate document from departmental reports or if one is embedded into the other.	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
#N/A	Course Evaluations	This criteria speaks to the design of the curriculum and our fostering student learning.		Faculty (see claudia)	Yes	This is our course evaluations that gathers feedback from students in regard to the student learning experience as well as teaching effectiveness.	No	Not Available

Standard III: Design and Delivery of the Student Learning Experience - Criteria 2

An accredited institution possesses and demonstrates the following attributes or activities: student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1064	Faculty Search Proposal	This criteria speaks to the selection of the faculty who teach the curriculum. This document helps speak to how we hire permanent faculty through a search procedure.		Academic Affairs	Yes	This is the first step is requesting to hire a new faculty member.	No	Available
1066	Faculty development guidelines	This criteria speaks to the faculty who teach the curriculum.		Academic Affairs (rank and promotion)	Yes	basic guidelines for faculty development funds and opportunities	No	Available

Standard III: Design and Delivery of the Student Learning Experience - Criteria 3

An accredited institution possesses and demonstrates the following attributes or activities: academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1067	on line information regarding the curriculum	these are the online pages as this criteria asks about the accuracy of online promotional materials. See the comment fields for links		academic affairs	Yes	links to online materials that speak about the curriculum.	No	Not Available
1068	Faculty reporting BOT	we are supposed to be able to report on our faculty		IR	Yes	general report on faculty	No	Not Available
4057	Faculty yearly dashboard	we are supposed to be able to report on our faculty		IR	Yes	general report on faculty	No	Not Available

Standard III: Design and Delivery of the Student Learning Experience - Criteria 4

An accredited institution possesses and demonstrates the following attributes or activities: sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1094	Writing Lab support materials	The Writing Lab tutor handbook, Student handouts, and publications all show the methods employed to support student writing and (in the case of publications) some of their results.		Ann Mott	Yes		No	Not Available
4020	Unit Report - ARC	These reports give an overview of all the ways that ARC supports student learning in each year.		Ann Borel	Yes		No	Not Available
4054	2014-15 EN program self-study	In 2014-2015, everyone who taught in the EN program and five interlocutors from outside the program and department, studied the FDN and EN curriculum and progress of students through it.	6/1/14	CL/EN Chair, WPA	Yes	A powerpoint detailing results of analysis for 2012-2015	No	Not Available

Standard III: Design and Delivery of the Student Learning Experience - Criteria 5

An accredited institution possesses and demonstrates the following attributes or activities: at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines academic progress

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1079	General Education Offerings: Fall 2014	The standard asks about the scope of our general education offering. It also asks us to demonstrate that our general education includes the study of values, ethic, and diverse perspectives. The range of courses and the values they vehicle can be demonstrated through analysis of gen ed course offerings.	9/1/17	Registrar's Office	Yes	Lists of courses coded for general education, per semester.	No	Not Available
1080	General Education Offerings: Spring 2014							
1081	General Education Offerings: Fall 2013							
1082	General Education Offerings: Spring 2013							
1083	General Education Offerings: Fall 2012							
1084	General Education Offerings: Spring 2012							
1085	General Education Offerings: Fall 2011							
1086	General Education Offerings: Spring 2011							
1087	General Education Offerings: Fall 2010							
1088	General Education Offerings: Spring 2010							
1089	FirstBridge offerings		9/1/17	Registrar's Office	Yes	Lists of FB pairings, with descriptions, per semester.	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1090	FB Retreat Presentation	The PP summarizes data comparing the traditional FB structure to the lecture-format ones.	5/1/17	Institutional Assessment / Elizabeth Kinne	Yes	Provides a rational for ending the lecture experiment.	No	Available
4002	Departmental Report Comparative Literature and English	English is one element of our general education program. Departmental reports can give insight into the delivery of the student learning experience.	4/1/17	EN/CL / Office of Assessment	Yes	Departmental reports (redacted) for the past eight years	No	Not Available
4002	Departmental Report Comparative Literature and English	The standard asks us to show that our students acquire and demonstrate written communication skills. The Writing Program Assessment Reports will help demonstrate that.	4/1/17	EN/CL / Office of Assessment	Yes	Analyzes and assesses samples of student writing at the EN1010 and EN2020 level. Produced regularly but I'm not sure how frequently.	No	Not Available
4002	Departmental Report Comparative Literature and English	These documents describe the work of the EN program, which helps student build their critical thinking and writing skills, and is a pillar of our general education requirements.		Cary Hollinshead-Strick, Geoffrey Gilbert, Claudia Roda for Departmental Reports	Yes	Every year, The Writing Program Administrator produces a report on the state of the EN program, which is included in the CL/EN departmental report. Activities beyond the usual organization and running of the writing program occasionally generate separate reports. In 2014, the CL/EN department did a self-study with interlocutors from other departments at AUP who examined the curriculum, visited classes, and reflected upon the interaction between the EN program and the work being done in the disciplines. Their report is available, as is the documentation(including student work) from every level of EN class. These are our most synthetic documents. They are supported by thousands of scanned student papers at various levels of the EN program, which allow us to evaluate progress through the levels of EN classes. The scans are on two different Blackboard sites, one of which is kept up-to-date with writing samples from students at the start and finish of every EN class, every semester, the other of which contains all the 2014 self-study materials.	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
4003	Departmental Report Computer Science, Mathematics and Environmental Science	Math and Science are two elements of our general education program. Departmental reports can give insight into the delivery of the student learning experience.	4/1/17	CMES / Office of Assessment	Yes	Departmental report	No	Not Available
4006	Departmental Report French Studies and Modern Languages	French is one element of our general education program. Departmental reports can give insight into the delivery of the student learning experience.	4/1/17	French Department / Office of Assessment	Yes	Departmental reports (redacted) for the last 8 years.	No	Not Available
4043	Library Info Lit pre- and post tests	The standard asks us to show that students acquire and demonstrate information literacy skills.	9/1/17	Library	Yes	As part of FB, students visit the library and are asked to complete both a pre- and a post-test of their information literacy skills. The report is a summary of the results.	No	Not Available
4044	FirstBridge beginning and end-of-semester questionnaires	The standard asks us to show that students acquire and demonstrate a range of skills and values. The surveys may help to demonstrate that.	5/1/17	Institutional Assessment / Elizabeth Kinne	Yes	Beginning and end-of-semester surveys of FirstBridge students.	No	Not Available
4045	FB Assessment Report April 2016	It looks at student responses to surveys to determine to what extend the FB program is meeting the objective of anchoring students inn the institution.	4/1/16	Institutional Assessment	Yes	Report analyzing FB student questionnaires	No	Available
4046	FirstBridge Coordinator's Report	It analyzes the strengths and weaknesses of FB, discusses its place in Gen Ed, and sketches out directions for its evolution.	6/1/17	Institutional Assessment / Elizabeth Kinne	Yes	Includes reports on the FYE conference, the FYE Workgroup, and the FB Instructors Retreat.	No	Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
4047	FB Faculty Narrative summary	It provides a faculty perspective on the strengths and weaknesses of the FB program at that particular moment.	10/1/15	Elizabeth Kinne	Yes	Summary of a survey.	No	Available
7000	Selected syllabi for FR1100 and FR1200	The standard requires us to demonstrated that we are helping our students expand their global and cultural awareness and cultural sensitivity. Analysis of content from a selection of syllabi will help to establish this.	9/1/17	French Department / Academic Affairs	Yes	A selection of FR1100 and FR1200 course syllabi every semester for the past eight years.	No	Not Available
7001	A selection of EN1010 and EN2020 syllabi	The standard requires us to demonstrated that we are helping our students expand their global and cultural awareness and cultural sensitivity. It also asks us to demonstrate students' acquisition of oral and written communication skills, and that they study values, ethics, and diverse perspectives. Analysis of content from a selection of syllabi will help to establish this.	9/1/17	EN/CL / Academic Affairs	Yes	A selection of course syllabi from EN1010 and EN2020 every semester for the past eight years.	No	Not Available
7002	A selection of SC syllabi	The standard requires us to demonstrated that we are helping our students learn to make well-reasoned judgements and to acquire and demonstrate scientific reasoning. Analysis of content from a selection of syllabi will help to establish this.	9/1/17	CSMES / Academic Affairs	Yes	A selection of SC syllabi every semester for the last eight years.	No	Not Available
7003	A selection of MA1005, MA1020 and MA1025 syllabi	The courses listed all fulfill the math general education requirement. The standard requires us to demonstrated that we are helping our students learn to acquire and demonstrate quantitative reasoning. Analysis of content from a selection of syllabi will help to establish this.	9/1/17	CSMES / Academic Affairs	Yes	A selection of MA1005, MA1020 and MA1025 syllabi from the past eight years.	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
7004	A selection of FB syllabi	The standard asks us to demonstrate that our students acquire and demonstrate skills in written and oral communication, and that they study values, ethics, and diverse perspectives. Analysis of a selection of FB syllabi will help demonstrate that.	9/1/17	Academic Affairs	Yes	A selection of FB syllabi from every semester for the last eight years.	No	Not Available

Standard III: Design and Delivery of the Student Learning Experience - Criteria 6

An accredited institution possesses and demonstrates the following attributes or activities: in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
1069	Retired MA programs	As we have to go back eight years, Liz also provided me with two documents that deal with the history of MA programs at AUP. See uploaded documents History of MA programs 2015 and Retired MA programs. Useful to see which MA programs are working and why.	4/1/17	Liz Guinel	Yes		No	Available
1070	History of MA programs	As we have to go back eight years, Liz also provided me with two documents that deal with the history of MA programs at AUP. See uploaded documents History of MA programs 2015 and Retired MA programs 2017. Useful to see which MA programs are working and why.	1/1/15	Liz Guinel	Yes		No	Available
4000	Annual Department Reports including Assessment	This is relevant because the reports will demonstrate what the desired learning outcomes are, how professors aim to achieve those outcomes and whether or not the learning outcomes are being met.	1/1/16	Robert Payne	Yes	Program Assessment document	Yes	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
4000	ICP Annual Department Reports including Assessment	This is relevant because it should demonstrate what the desired learning outcomes are, how professors aim to achieve those outcomes and whether or not the learning outcomes are being met.	1/1/16	Susan Perry	Yes	Program Assessment document	Yes	Not Available
4000	IBA Annual Department Reports including Assessment	Useful because it should demonstrate what the desired learning outcomes are, how professors aim to achieve those outcomes and whether or not the learning outcomes are being met.	1/1/16	Robert Earhart	Yes	Grad program assessment report	Yes	Not Available
4000	ICP Annual Department Reports including Assessment	Useful because it should demonstrate what the desired learning outcomes are, how professors aim to achieve those outcomes and whether or not the learning outcomes are being met.	1/1/16	Susan Perry	Yes	Grad program assessment report	Yes	Not Available
4058	assessment learning institutional research	Useful because it should demonstrate what our assessment criteria are and how we go about that assessment.		AUP	Yes	The aims, objectives and methodology of our institution's own assessment are outlined on the website	No	Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
4059	Student satisfaction survey	In lieu of student evaluations, Liz has offered to issue a student satisfaction survey to collate students' assessment of their own learning. I have uploaded the template. Useful for the students' impressions of the overall success or failure of the programs and their experience as grad students at AUP.	1/1/11	Liz Guinel	Yes	Questions pertaining to students' satisfaction with their graduate programs, experience of AUP etc	No	Available
8004	Course Syllabi	Syllabi for all Masters' programs are available from Ursula. Claudia recommended against a data dump and suggested we select sample syllabi we feel are representative of the programs. Should we select these by track, by year, by learning outcome? Useful to demonstrate how the student learning experience is being designed and delivered.		Ursula Darien	Yes		No	Not Available
#N/A	Student evaluations	Student evaluations: not accessible – confidential by French law. Useful for the students' impressions of the success or failure of the delivery of a learning experience – but we'll have to do without! According to Claudia, the evaluations are sometimes summarised. By who? And is this accessible?		Academic Affairs	Yes		Yes	Not Available

Standard III: Design and Delivery of the Student Learning Experience - Criteria 7

An accredited institution possesses and demonstrates the following attributes or activities: adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
0	Program assessments for externally-provided courses	If any assessment of these programs has been completed, the reports might be useful.	12/1/17	no idea	I am not sure	Nobody involved involved with the various courses covered in these rubrics responded to the person whose assignment this was, so we don't know what has been done or who has it.	No	Not Available
8000	Course evaluations (redacted) of AH1030 Les Jeunes ont la Parole	The standard asks us about institutional review of programs provided by third parties. Les Jeunes ont la Parole is provided by the Louvre, but student learning is assessed by us.	5/1/17	Academic Affairs	Yes	(Redacted) course evaluations for the last eight years.	No	Not Available
8001	Course evaluations (redacted) of LW5086 Oxford Law Course	The standard asks us about institutional review of programs provided by third parties. The Oxford Law Course is provided by Oxford University, but student experience is assessed by us.	4/1/17	Academic Affairs	I am not sure	(Redacted) course evaluations of LW5086 for the last eight years	No	Not Available
8002	Course evaluations (redacted) of FR3090 Topics in French and History	The standard asks us about institutional review of programs provided by third parties. The FR3090 Topics in French and History is provided by the Sorbonne, but student learning and student experience are assessed by us.	5/1/17	Academic Affairs	Yes	(Redacted) course evaluations for FR3090 for the last eight years.	No	Not Available
8003	Course evaluations (redacted) of PO4091/PO5075 Ecole de Guerre Practicum	The standard asks us about institutional review of programs provided by third parties. The Ecole de Guerre Practicum, but student experience is (I assume) assessed by us.	4/1/17	Academic Affairs	I am not sure	Course evaluations (redacted) of PO4091/PO5075 Ecole de Guerre Practicum	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
0	ICP Annual Department Reports including Assessment	Useful because it should demonstrate what the desired learning outcomes are, how professors aim to achieve those outcomes and whether or not the learning outcomes are being met.	1/1/16	Susan Perry	Yes	Grad program assessment report	Yes	Not Available
8000	AUP website: assessment learning institutional research	Useful because it should demonstrate what our assessment criteria are and how we go about that assessment.		AUP	Yes	The aims, objectives and methodology of our institution's own assessment are outlined on the website	No	Available
8001	Student satisfaction survey	In lieu of student evaluations, Liz has offered to issue a student satisfaction survey to collate students' assessment of their own learning. I have uploaded the template. Useful for the students' impressions of the overall success or failure of the programs and their experience as grad students at AUP.	1/1/11	Liz Guinel	Yes	Questions pertaining to students' satisfaction with their graduate programs, experience of AUP etc	No	Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently	Provide a general description of the document	Confidential	Availability
8002	Course Syllabi	<p>Syllabi for all Masters' programs are available from Ursula. Claudia recommended against a data dump and suggested we select sample syllabi we feel are representative of the programs.</p> <p>Should we select these by track, by year, by learning outcome?</p> <p>Useful to demonstrate how the student learning experience is being designed and delivered.</p>		Ursula Darien	Yes		No	Not Available
8003	Student evaluations	<p>Student evaluations: not accessible – confidential by French law.</p> <p>Useful for the students' impressions of the success or failure of the delivery of a learning experience – but we'll have to do without!</p> <p>According to Claudia, the evaluations are sometimes summarised. By who? And is this accessible?</p>		Academic Affairs	Yes		Yes	Not Available

Standard IV: Support and Student Experience - Criteria 1

An accredited institution possesses and demonstrates the following attributes or activities: clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
2005	Billing statement	Details University tuition, fees, and other costs (cultural programs, health insurance,) as well as financial aid awards and loan amounts to the student.		Student Accounting Services	Yes	Each student receives per semester detailing all fees owed, itemized line by line including all payments made or loans received, as well as loan refund checks issued to the student.	Yes	Not Available
4090	Tuition Refund Policy	Clearly explains how much students can receive as a tuition refund if they cancel their enrollment at the University.		Student Accounting Services	Yes	This is a policy that is available on our website which explains our tuition refund policies.	No	Available
1109	Estimated Living Expenses	This document details the expected cost of living, to give students an idea of how much they should budget in order to attend the University.		Admissions	Yes	This document provides an explanation of expected living expenses, in addition to tuition, that students should expect to budget during their studies at the University.	No	Available
2006	V3 Report	This report tallies all currently owed amounts, taking into account all student loan amounts received.		Student Accounting Services	Yes	This report gives a total amount owed for all currently enrolled students, as well as amounts overpaid for students who are owed refunds from the University.	Yes	Not Available
#N/A	1098-T Form	This form contributes to the accurate and comprehensive information regarding expenses, loans, and repayment.		Student Accounting Services	Yes	This form lists the amounts billed for tuition and other fees, as well as the amounts for scholarships or grants, and must be used by US tax filers to report education credits to the Internal Revenue Service.	Yes	Not Available
1046	Advising manual	This document sets the standards by which faculty advisors and academic advisors are expected to advise AUP undergraduate students towards their degree completion.	10/1/18	Center for Academic Advising	Yes	This document lays out the details of degree completion policies, FAQs, and "fine print".	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1110	Advising Center pages on AUP website	The Advising Center pages on the AUP website present key degree-completion information for students.		Center for Academic Advising	Yes		No	Not Available
1111	Public Degree pages on AUP website	The public degree pages on the AUP website present basic degree requirements information to AUP students.			Yes		No	Not Available
1112	Junior degree checks (undergraduate)	Junior Degree Checks (web form & process) is a tool by which students are able to assess their current status in their degree and plan to complete their degree in the following year. All students must complete a junior degree check with their faculty advisor, and their submission is then double-checked by a professional advisor.		Center for Academic Advising	Yes		No	Not Available
1113	Student - faculty advisor assignment data (undergraduate & graduate)	Every AUP student is assigned to either a faculty advisor or a professional advisor. This is the cornerstone of AUP's academic advising model.		Center for Academic Advising	Yes		No	Not Available
1114	Degree worksheets (undergraduate)	Degree worksheets exist for every AUP major. They allow students to, at any time, track the courses they've taken, and assess the courses they need to take in the future to complete their degree requirements.		Center for Academic Advising	Yes		No	Not Available
1115	Degree worksheets (graduate)	The degree worksheets for graduates allow graduate students to see what courses, modules, and other requirements they must complete in order to earn their degree.		Academic Affairs	Yes		No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1116	Degree Applications (undergraduate)	Degree applications for undergraduate students allow the student to complete a final check of their graduation path. the form requires that student indicate: all courses they've taken, how they want those courses to apply towards their graduation and degree requirements, they're name as they want it to appear on their eventual diploma, the semester in which they intend to graduate, and the last courses they plan to take (in the follow semester or two semester) to complete their requirements. The submission are all verified by the university Registrar.		Registrar	Yes		No	Not Available
1117	Degree Applications (graduate)	The degree application for graduate students requires that the students indicate: the courses they already taken and plan to take to complete their degree requirements, their name as they want it to appear on their eventual diploma, and the semester when they plan to officially graduate. The submission are all verified by the Graduate Program Administrator.		Academic Affairs	Yes		No	Not Available
4074	Academic Advising Survey (undergraduate)	The Academic Advising Survey for undergraduate students exists to collect feedback from students about their experience with academic advising at AUP. Feedback is used to evaluate and strengthen academic advising policies, processes, and initiatives. The survey is currently in the process of being re-worked.		Center for Academic Advising	I am not sure		No	Not Available
4075	Academic Advising Survey (graduate)	The academic advising survey for graduate students exist to collect student feedback about their experience with academic advising with the goal of strengthening graduate student advising.		Academic Affairs	Yes		No	Not Available
1118	Faculty Advisor Training Data (undergraduate)	The Center for Academic Advising conducts faculty advisor training sessions regularly with both new and returning faculty advisors to ensure a high standard and quality of advising for AUP students. This data is a record of those faculty advisor trainings.		Center for Academic Advising	Yes		No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1119	Internship and Career Advising data (student appointments/interactions)	The Center for Internship and Career Advising offers coaching and counseling to AUP students to help them achieve their professional and post-graduation goals. This data is a record of all meetings between students and the Center.		Center for Internship and Career Advising	Yes		No	Not Available
4060	Next Destination Survey	This survey collects information about the outcomes of AUP alumni .		Institutional Research	Yes		No	Not Available
1120	Alumni Mentoring Program data	The Alumni Mentoring Program connects AUP students and alumni in formal mentoring relationships. This data is records of the students and alumni who participate in the program.		Outreach and Advancement	Yes		No	Not Available
4077	Alumni Mentoring Program surveys	This survey collects feedback on the Alumni Mentoring Program from the program participant (both students and alumni) with the aim of learning how to continuously improve the program.		Outreach and Advancement	Yes		No	Not Available
1121	Internship data (registrations)	This data gives an in-depth view of how many students do internships at AUP, where, in which departments, etc. It also includes quantitative student feedback regarding their internship experience, and internship outcomes (such as job placement).		Center for Internship and Career Advising	Yes		No	Not Available
1122	Job and Internship opportunity database data	This is a record of the number and quality of job and internship opportunities offered to the AUP community (current students and alumni).		Center for Internship and Career Advising	Yes		No	Not Available
1101	Employer network data	Information about the number of employers in AUP's employer network. Mailchimp data regarding the success of AUP's communication efforts towards the employer network.		Center for Internship and Career Advising	Yes		No	Not Available
1102	Internship and Career Advising pages on AUP website	The Internship and Career Advising pages on the AUP website contain: information for students regarding AUP internship policies, resources for students seeking professional development opportunities, and information on how students can connect with the Center for personal or group advising sessions or assistance.		Center for Internship and Career Advising	Yes		No	Not Available
1103	Official AUP transcript request data	Data on requests for official transcripts from students who are applying to transfer out of AUP.		Registrar	Yes		No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4061	Exit survey data	Required of all students leaving AUP before matriculation - including those transferring out. An opportunity to collect feedback from these students and also for the student to meet with Kevin Fore for advising and assistance.		Student Development & Institutional Research	Yes		No	Not Available
1104	Advising for GW students (web page)	George Washington University partners students arrive at AUP as freshman with the explicit intention to eventually transfer out. This page on the website includes key planning and transfer advising information for these students.		Center for Academic Advising	Yes		No	Not Available
1094	Writing lab support materials	1.b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified ,placed, and supported in attaining appropriate educational goals;		Ann Mott	Yes		No	Not Available
4020	Unit Report - ARC	b. a process by which students who are not adequately prepared for the study at the level for which they have been admitted are identified ,placed, and supported in attaining appropriate educational goals;		Ann Borel	Yes		No	Not Available
4062	Student Development Annual Assessment Report	1. C Details on Orientation, counseling, student advising and other programs to enhance retention and guide students throughout their educational experience.	7/1/17	Marc Montheard/Kevin Fore	Yes	Annual assessment report for all units of Student Development, including Residential Life, Counseling, Health, Cultural Program, Athletics, Student Immigration Services, Orientation, Daily Life, Student Leadership and Daily Life	No	Not Available
1007	Student Handbook	Provides clearly stated policies and processes to facilitate the success of students	7/1/17	University Communications	Yes		No	Not Available
1014	Orientation Revision	1.C Orientation and advisement program to enhance retention and guide students		Gail deNicola (now with Marc Montheard?)	Yes	Locate final summary proposals from Gail to overhaul Orientation process.	No	Not Available
5005	Policy on communication with students and applicants	Clearly stated, ethical policies to admit students.	1/1/18	Communications	No		No	Not Available
1008	Recruitment Materials: printed, website, online webinars, online open house	Clearly stated, ethical policies and processes to admit students	7/1/17	Admissions	Yes		No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
5007	Policy on financial aid	accurate and comprehensive information regarding financial aid.		Admissions	No		No	Not Available
5009	Website: Student Right to Know	Clearly stated, ethical policies and procedures to admit, retain, and facilitate the success of students whose interests, abilities and goals provide a reasonable expectation for success and are compatible with institutional mission.	1/1/17	Academic Affairs	Yes		No	Not Available
4063	Writing program assessment reports	1.B Demonstrate how students who are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational goals.	4/1/17	EN	Yes		Yes	Not Available
4055	Student retention report	1.C Demonstrate possible links between orientation, advisement and counseling programs and enhanced retention.		Institutional Research	Yes		Yes	Not Available
1045	Design your life documentation	Advisement program to guide students throughout their educational experience.		Kevin Fore	Yes	Workshop goals, timeline and student feedback.	No	Not Available
1105	Student Rights and Responsibilities Compact	Clearly stated, ethical policies and procedures to admit, retain, and facilitate the success of students whose interests, abilities and goals provide a reasonable expectation for success and are compatible with institutional mission.	7/1/17	Kevin Fore	Yes	This is embedded in the student handbook and updated yearly.	No	Not Available
4064	Math placement report	1.B Demonstrate how students who are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational goals.		Ruth Corran	Yes		Yes	Not Available
4065	English Placement report	1.B Demonstrate how students who are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational goals.		Cary HS	I am not sure		Yes	Not Available
4066	English Foundation Program Annual Review	1.B Demonstrate how students who are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational goals.		Uncertain	Yes		Yes	Not Available
4067	Learning Accommodations Annual Review	1.B Demonstrate how students who are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational goals.		Sandrine Godt	No	Some content is provided in our annual Student Development Assessment report. We'll work on a separate and more complete split out report this year.	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4020	Unit Report - ARC	1.B Demonstrate how students who are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational goals.		Ann Borel	Yes		No	Not Available
4020	Unit Report - ARC	1.B Demonstrate how students who are not adequately prepared for study at the level for which they have been admitted are identified, placed and supported in attaining appropriate educational goals.		Ann Borel	Yes		No	Not Available
4068	Orientation Survey Results	Orientation program to enhance retention and guide students		Institutional Research	Yes	Previously a stand-alone survey managed by Student Development, this was integrated into the entry survey starting spring 2018	No	Not Available
1106	New Advising Center Proposal	1.C Advisement programs to enhance retention and guide students throughout their educational experience		Linda Martz. Danielle Savage. Provost	I am not sure	Any information on how and why the center was integrated would be helpful.	No	Not Available
1107	Counseling review - on and off-campus	1.C Counseling programs to enhance retention and guide students throughout their educational experience.		Sandrine Godt	Yes	Can be pulled from the Student Development Annual Report, though more specific data is available in stand-alone tallies and summaries, produced each semester.	No	Not Available
4069	Student Development Health and Wellness Satisfaction Survey	Counseling and other programs to enhance retention and guide students throughout their educational experience.	9/1/17	Kevin Fore	Yes	Created in 2017 to track student satisfaction more closely for the following offices: guidance counseling, off-campus counseling, health office and student development balndeck . A survey just for the health office	Yes	Not Available
1108	Co-curricular Program Description and Material	1. C Details on Orientation, counseling, student advising and other programs to enhance retention and guide students throughout their educational experience.	1/1/18	Institutional Research	Yes	see website and supporting materials with Student Development and the Advising Center	No	Not Available
4070	Co-curricular (GPS) Program Assessment	1. C Details on Orientation, counseling, student advising and other programs to enhance retention and guide students throughout their educational experience.	7/1/18	Kevin Fore	No	This work will be done over the summer.	No	Not Available
4079	Annual SGA survey and focus group reports	4. Athletic, student life and other extracurricular activities that are regulated by same principles and procedures that govern all other programs.		Kevin Fore	Yes	Update each year. Some details included in Student Development Assessment Report	No	Not Available
1123	ASM Historical Review	4. Athletic, student life and other extracurricular activities that are regulated by same principles and procedures that govern all other programs.	2/1/16	Kevin Fore	Yes	Essential background data and information explaining recent changes to student media.	No	Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1126	Financial Aid Calendar	This document is part of the Financial Aid team's internal organization related to processing student loan information.	7/1/17	Admissions	Yes	This is an internal calendar developed at the start of the academic year to guide the FA team through their yearly duties.	No	Available
1127	Financial Aid Workbook	This document centralizes all the financial aid and student loan information on a student-by-student basis, used by Admissions team members. In addition to all student loan and FA information, the sheet also includes a copy of the student's Award Letter, as well as their Loan Eligibility Letter.		Admissions	Yes	This document is a multi-tabbed excel spreadsheet tracking all of the financial aid and loan information for one student. The Admissions team uses this document to make notes about suggested awards, student FIT score, student FAFSA information, etc.	Yes	Not Available
4084	Financial Aid Comparative Report	This internal document serves to track all financial aid awards that have been granted and accepted.		Admissions	Yes	This excel spreadsheet is an annual report that itemizes all Financial Aid awards given to (and accepted by) undergraduate and graduate students.	Yes	Not Available
1128	Loan Agreement	This document explains processes and procedures to the students regarding their loans.		Admissions	Yes	This is a form that all students who have applied for US student loans must fill out in order to have the loan disbursement accepted by the University. Students use this document to inform Financial Aid staff that they have applied for loans, and that they understand their rights and responsibilities regarding loans.	No	Available
1129	Step-by-step Guide to Loans	This is an informational document for students explaining how to apply for loans.		Admissions	Yes	This is a how-to guide that explains what students must do in order to apply for student loans, depending on various different factors in their economic and/or citizenship situation.	No	Available
1130	Cost of Attendance	This document publicly states the costs of attending the University for one academic year.		Admissions	Yes	This document is available on our website and details the tuition costs, all University fees, as well as estimated living expenses for one year of attendance.	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1131	Financial Aid Application	This is the application for annual University financial aid.		Admissions	Yes	This is an online form that students must create a log-in to fill out. It is housed within the Admissions portal, and students can fill out an application each year for financial aid for the following year.	No	Available
1132	Loan List (by semester)	This is an internal report keeping track of all student loans taken out for attendance at the University.		Admissions	Yes	This excel spreadsheet details information for each student who has taken out a loan to attend, including the loan amounts and types of loans.	Yes	Not Available

Standard IV: Support and Student Experience - Criteria 2

An accredited institution possesses and demonstrates the following attributes or activities: policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1133	Transfer Credit Evaluation (TCE) Handbook	This document outlines the procedures and policies for evaluating transfer credits. This is not a student-facing document.		Center for Academic Advising	Yes		No	Not Available
1135	Transfer Credit Advising Appointment data	All incoming transfer students are invited to meet (via Skype) with an AUP transfer credit adviser before they arrive at AUP. This data tracks those advising appointments.		Center for Academic Advising	Yes		No	Not Available
1136	Co-curricular record program overview and assessment Summer 2018	This assessment data will examine the new AUP Co-Curricular record program that will officially recognize student involvement in select extra-curricular activities.		Student Development	No		No	Not Available
4086	CCR data	This will be data collected from students regarding their feedback on the AUP Co-Curricular Record pilot program roll-out conducting in spring 2018.		Student Development	No		No	Not Available
4087	Cultural Program study trip data	This data provide an overview of student participation in university study trips.		Student Development	Yes		No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4088	Internship data	This data provides an overview of student enrollment in (both credit-bearing and non-credit bearing) internships at AUP.		Center for Internship and Career Advising	Yes	No	Not Available	
7005	Intership Syllabi	These syllabi provide information on the academic requirements of internships registered with AUP.		Center for Internship and Career Advising	Yes	No	Not Available	
4089	Cultural Program Evaluation: focus group	Professor Christy Shields conducted a student (and professor?) focus group to evaluate AUP study trips.		Christy Shields / Student Development	Yes	No	Not Available	

Standard IV: Support and Student Experience - Criteria 3

An accredited institution possesses and demonstrates the following attributes or activities: policies and procedures for the safe and secure maintenance and appropriate release of student information and records

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1091	FERPA HANDBOOK	This document contains the regulations of the release and proper maintenance of student records.	3/1/16	Registrar's Office	Yes	This document contains the regulations of the release and proper maintenance of student records.	No	Available
1095	FERPA Release Form	It shows that the University has procedures in place to release student records while protecting the student's right to privacy.	2/1/16	Registrar's office	Yes	This document allows students to grant certain persons access to their academic records.	No	Available
1096	Denial of Information Request	It shows that the University has procedures in place to release student records while protecting the student's right to privacy.	3/1/12	Registrar's office	Yes	This document provides guidelines on how to respond to requests for student records.	No	Available
1097	Ferpa Test	Test given to all AUP employees who deal with student records to ensure their knowledge of FERPA	3/1/16	Registrar's office	Yes	Ferpa test	Yes	Not Available
1098	Ferpa Training	Training on FERPA for all employees who deal with student records	11/1/16	Registrar's office	Yes	Training on FERPA for all employees who deal with student records	No	Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1099	AUP Counseling Program Intake Confidentiality Form	This policy for students clearly explains confidentiality in regard to personal records.		Student Development	Yes	This policy for students clearly explains confidentiality in regard to personal records.	No	Available
5013	Policy on Financial Student Records	This document will clearly describe who is permitted to view student financial aid/loan records.		Admissions/Financial Aid	No	This document will clearly describe who is permitted to view student financial aid/loan records.	No	Not Available
1125	Release of Health Records	These regulations insure the safe release of student health records.		Health Office	I am not sure	We follow french law in regard to the release of student health records. While this information is available online, I am doubling back with Anne to see if we have our own document stating this information:	No	Not Available

Standard IV: Support and Student Experience - Criteria 4

An accredited institution possesses and demonstrates the following attributes or activities: if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4062	Student Development Annual Assessment Report	Provides information on athletic, student life and extracurricular activities as stipulated in point 4.	7/1/17	Marc Montheard/Kevin Fore	Yes	Annual assessment report for all units of Student Development, including Residential Life, Counseling, Health, Cultural Program, Athletics, Student Immigration Services, Orientation, Daily Life, Student Leadership and Daily Life	No	Not Available
4078	Student Leadership Office Annual Assessment Report	4. Athletic, student life and other extracurricular activities that are regulated by same principles and procedures that govern all other programs.	7/1/17	Kevin Fore	Yes		No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4080	Athletics Office Annual Report	4. Athletic, student life and other extracurricular activities that are regulated by same principles and procedures that govern all other programs.	7/1/17	Kevin Fore	Yes		No	Not Available
1124	Co-curricular Program (GPS) Description and Material	4. Athletic, student life and other extracurricular activities that are regulated by same principles and procedures that govern all other programs.	1/1/18	Kevin Fore	Yes		No	Not Available
4070	Co-curricular (GPS) Program Assessment	4. Athletic, student life and other extracurricular activities that are regulated by same principles and procedures that govern all other programs.	7/1/18		No		No	Not Available
2007	SGA Master Budget Spreadsheet and related documents	4. Athletic, student life and other extracurricular activities that are regulated by same principles and procedures that govern all other programs.		SGA with Kevin Fore	Yes	Updated yearly.	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4081	Student Advisor Annual Surveys and Feedback	4. Athletic, student life and other extracurricular activities that are regulated by same principles and procedures that govern all other programs.		Kevin Fore	Yes	Survey and focus group feedback to monitor satisfaction with program and the work of student advisors	No	Not Available
1007	Student Handbook	There is a section in this handbook that explains basic transfer credit information to AUP students.			Yes		No	Not Available
4085	Transfer Credit Reports	These reports are used in the general workflow of processing and evaluating transfer credit requests and submissions.			Yes		No	Not Available
1134	Orientation Checklist: Transfer credit evaluation for confirmed students (web form)	This web form allows incoming transfer students to open a dialogue with a transfer credit advisor at AUP and communicate basic information about their transfer situation to that advisor.		Center for Academic Advising	Yes		No	Not Available

Standard IV: Support and Student Experience - Criteria 5

An accredited institution possesses and demonstrates the following attributes or activities: if applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4071	Student Advisor Housing Visit Reports	This document helps us to evaluate the service being offered to our students by a third-party provider.		Residential Life	Yes	Student Advisors conduct housing visits at the start of the semester to check-in with students about their apartments and their roommate relationships. They fill out one report per apartment visited, a sample is attached.	No	Available
4072	COH Student Survey Results	These survey results assess our students' satisfaction of their third-party housing provider, Comforts of Home.	2/1/17	Residential Life	Yes	This is a summary of all questions on the COH survey conducted February 2017 for all full-year students.	No	Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4073	Housing Action Forms Tally	This report helps us to understand our students' overall satisfaction in their housing, provided by a third-party.	12/1/17	Residential Life	Yes	This tally shows all the issues that were presented to Residential Life staff during the course of the Fall 2017 semester by Comforts of Home residents, including roommate issues, maintenance problems, etc.	No	Available

Standard IV: Support and Student Experience - Criteria 6

An accredited institution possesses and demonstrates the following attributes or activities: periodic assessment of the effectiveness of programs supporting the student experience.

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4062	Student Development Annual Assessment Report	Shows periodic assessment of the effectiveness of programs supporting the student experience.	7/1/17	Marc Monheard/Kevin Fore	Yes	Annual assessment report for all units of Student Development, including Residential Life, Counseling, Health, Cultural Program, Athletics, Student Immigration Services, Orientation, Daily Life, Student Leadership and Daily Life	No	Not Available
4082	Review of FIT program requirements and updated assessment	To demonstrate that we periodically assess the effectiveness of programs supporting the student experienxce		Admissions	I am not sure		No	Not Available
4061	Exit survey data	Periodic assessment of the effectiveness of programs supporting the student experience		Institutional Research	Yes	Updated every semester.	Yes	Not Available
4055	Student retention report	Periodic assessment of the effectiveness of programs supporting the student experience		Institutional Research	Yes		No	Not Available
4062	Student Development Annual Assessment Report	Periodic assessment of the effectiveness of programs supporting the student experience	7/1/17	Marc Monheard/Kevin Fore	Yes		No	Not Available
4083	Entry Survey	Periodic assessment of the effectiveness of programs supporting the student experience		Institutional Research	Yes		No	Not Available

Standard V: Educational Effectiveness Assessment - Criteria 1

An accredited institution possesses and demonstrates the following attributes or activities: clearly stated educational goals at theinstitution and degree/program levels,which are interrelated with one another,with relevant educational experiences, andwith the institution's mission;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1001	AUP Ascending 2015-2020 Strategic Plan	<p>The criterion asks for evidence of: "clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission".</p> <p>A collection of documents is required to respond to this, including: the AUP mission statement, strategic plan, departmental assessment plans, course syllabi, institutional learning outcomes document (in construction), ...</p>			Yes			No Not Available
1092	Institutional Learning Outcomes document	<p>The criterion asks for evidence of: "clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission".</p> <p>A collection of documents is required to respond to this, including: the AUP mission statement, strategic plan, program/departmental assessment plans, course syllabi, institutional learning outcomes document (in construction), ...</p>			Yes			No Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1100	AUP mission statement	<p>The criterion asks for evidence of: "clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission".</p> <p>A collection of documents is required to respond to this, including: the AUP mission statement, strategic plan, departmental assessment plans, course syllabi, institutional learning outcomes document (in construction), ...</p>			Yes		No	Not Available
4000	Annual Department Reports including Assessment	<p>The criterion asks for evidence of: "clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission".</p> <p>A collection of documents is required to respond to this, including: the AUP mission statement, strategic plan, program/departmental assessment plans, course syllabi, institutional learning outcomes document (in construction), ...</p>			Yes	Each program (each major, each program such as various gen ed components,...) has an assessment plan which outlines program learning outcomes and methodologies for assessing them, relationship (inwards) to institutional LO's and (outwards) to course LO's	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
8004	Course syllabi	<p>The criterion asks for evidence of: "clearly stated educational goals at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission".</p> <p>A collection of documents is required to respond to this, including: the AUP mission statement, strategic plan, program/departmental assessment plans, course syllabi, institutional learning outcomes document (in construction), ...</p>		various	Yes	Syllabi contain course LO's	No	Not Available

Standard V: Educational Effectiveness Assessment - Criteria 2

An accredited institution possesses and demonstrates the following attributes or activities: organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals.

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4009	Departmental Report - International and Comparative Politics							
4011	Departmental Report - Psychology							
4040	Departmental Report - Economics	Criterion 2 requests evidence of "organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals...." Each program/department's assessment report responds directly to this. They will be addressed particularly in subcriteria 2a, 2b (second part) and 2c (second part).		various	Yes	Annual departmental and program assessment reports detail how the assessment plan has been implemented, record the results of the assessment, and report on actions taken on previous assessment results, and action to be taken on the current assessment results.		Not Available
4056	Assessment Outcomes Day Report	This criterion demands evidence of "organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should: ... b. ii. They should collect and provide data on the extent to which they are meeting these goals; c. i. support and sustain assessment of student achievement, and c. ii. communicate the results of this assessment to stakeholders;" These are subcriteria which are addressed at the Assessments Outcomes day - where we share our assessment process and results with faculty and staff colleagues.		??	Yes	Any documents coming from the Assessment Outcomes Day events would correspond.		Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
8004	Course syllabi	<p>The criterion demands evidence of "organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:</p> <ul style="list-style-type: none"> a. define meaningful curricular goals with defensible standards for evaluating whether students are achieving those goals; b. i. articulate how they prepare students in a manner consistent with their mission for successful careers, meaningful lives, and, where appropriate, further education. " <p>While the program LO's and assessment plans are the first go-to place for these, they might be evidenced in syllabi (course LO's) for particular courses in different programs.</p>		various	Yes		No	Not Available

Standard V: Educational Effectiveness Assessment - Criteria 3

An accredited institution possesses and demonstrates the following attributes or activities: consideration and use of assessment results for the improvement of educational effectiveness.

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4048	Departmental Review processes Template Curriculum Review Design AH							
4050	Departmental Review processes Template Curriculum Review Design ICP	The criterion demands evidence of "consideration and use of assessment results for the improvement of educational effectiveness. Consistent with the institution's mission, such uses include some combination of the following:			Yes	There are departmental reviews currently taking place, such reports probably don't exist (I'm not aware of previous departmental reviews)... So hard to describe such the document. If there are reports from previous departmental reviews, they should be sourced for this. It would be ideal if the reports being written could address these issues.	No	Not Available
4051	Departmental Review processes Template Curriculum Review Design GC	a. assisting students in improving their learning; b. improving pedagogy and curriculum; c. reviewing and revising academic programs and support services ..."						
4051	Departmental Review processes Template Curriculum Review Design HI	Reports of the departmental reviews (currently taking place) evidence how assessment results were used to improve educational effectiveness.						
4052	Assessment Resources webpages			Office of Assessment...	Yes		No	Available

Standard V: Educational Effectiveness Assessment - Criteria 5

An accredited institution possesses and demonstrates the following attributes or activities: periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness.

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4056	Assessment Outcomes Day Report	The criterion demands "periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness. " This occurs (more formally or less formally) at the Assessment Outcomes day.	various		Yes	Various documents	No	Not Available
4056	Assessment Outcomes Day Report	The criterion demands evidence of "periodic assessment of the effectiveness of assessment processes utilized by the institution for the improvement of educational effectiveness. " This evidence may be found in the report of the office of assessment.	Claudia Roda		Yes		No	Not Available

Standard VI: Planning, Resources, and Institutional Improvement - Criteria 1

An accredited institution possesses and demonstrates the following attributes or activities: institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1001	AUP Ascending 2015-2020 Strategic Plan	This document identifies the institutional objectives and this criteria requires proof that the institutional objectives are "clearly stated."	5/1/15	AUP Website?	Yes	This document is AUP's current strategic plan. It includes the mission, vision and priorities.	No	Available
1011	Strategic and Functional Map	This document represents a Balanced Scorecard approach, which is a performance management tool showing the relationship between all of AUP's stakeholders, its mission and goals, its major processes, capabilities and resources. It will help show how we meet the criteria requiring that our objectives are clearly stated, linked to mission and goal achievement and used for planning and resource allocation.	11/1/17	Valerie Fode	Yes	Axioval, our consultants working with Finance, are in the process of developing a Balanced Scorecard for AUP. It shows the relationship between all of AUP's stakeholders, it's major processes, capabilities and resources. It will help in assessing management performance.	Yes	Not Available
1019	Building the AUP schedule	It addresses Institutional Objectives	11/1/17	Christine Tomasek	Yes		No	Available
1020	Building the AUP schedule and 2 year plans	Addresses Institutional objectives	11/1/17	Christine Tomasek	Yes		No	Available
1021	Department course allocations	addresses Institutional Objectives	11/1/17	Christine Tomasek	Yes		No	Available
1022	Departmental 3 year planning	Addresses institutional objectives	8/1/17	Christine Tomasek	Yes		No	Available

Standard VI: Planning, Resources, and Institutional Improvement - Criteria 2

An accredited institution possesses and demonstrates the following attributes or activities: clearly documented and communicated planning and improvement processes that provide for constituent participation, and incorporate the use of assessment results

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1014	Orientation Revision	This document would demonstrate the planning and improvement processes adopted to revise Orientation.		Marc Montheard	I am not sure		No	Available
3000	Grenelle Technology Implementation	This document is survey which provides for constituent participation, and incorporate the use of assessment results through the survey and survey analysis.	11/1/16	Everett Robinson	Yes	The classroom technology and furniture was recently renovated in Grenelle. This document is the results of a survey distributed to Faculty and Staff to gather input on the technology changes.	No	Available
3003	ITS Training Plan	The ITS training document incorporates an improvement processes that provides for Faculty, Staff, and Student participation, and incorporates the use of assessment results.	11/1/16	Everett Robinson	Yes	This document provides information about the Training service offered by the ITS department. Training is available for all faculty staff and students.	No	Available
6001	AUP Ascending Capital Campaign Plan (created March 2016; last update January 2017)	This document details the overall campaign plan, priorities and resources.	1/1/17	Maarten Vervaat	Yes	This is a project brief describing the plan for the AUP Ascending Campaign, aiming to raise 26 million Euros for AUP's mission-driven campus development plan, the development of our research centers and the outreach of our scholarship and professorship programs.	Yes	Not Available
6002	Outreach & Advancement Update Report (quarterly updates) - created Sept 2016; last update Oct 2017	This document is a Board of Trustee Quarterly Update to report on progress in Fundraising, Alumni & Parent Relations.	10/17/17	Maarten Vervaat	Yes	This document is a quarterly update report with a summary of the achievements of the last months and the challenges of the months to come, including several dashboards to monitor campaign progress.	Yes	Not Available

Standard VI: Planning, Resources, and Institutional Improvement - Criteria 3

An accredited institution possesses and demonstrates the following attributes or activities: a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1010	University Budget Process (2017-2018)	To meet Criteria 3, AUP must have a "financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based and clearly linked to the institution's and units' strategic plans/objectives." The budget process is transparent and shows how each unit participates in the process. This document will also be used for Criteria 1, which requires us to show that planning and resource allocation is linked to objectives.	12/1/16	Valerie Fode	Yes	This document is reviewed and improved/updated each year. It is distributed to the leadership team members, the assistant dean for academic affairs, the IT director, the Building and grounds director, the HR director, and the Assistant dean for IR - as they have to prepare things in advance. Other people receive a request from Controlling together with their template when time comes.	No	Available
2001	Three-Year Plan for Revenue	Criteria 3 requires "a financial planning and budgeting process..." and this document shows a three-year projection for revenue.		Valerie Fode	Yes	The revenue projections in this document are extremely detailed by program.	Yes	Not Available
2002	Budget Presentation to Board	Criteria 3 requires a "financial and budgeting process..." This document includes planning information as well as updates to budget, cash flow, campaign, etc.	10/1/17	Valerie Fode	Yes	This document is a comprehensive update for budget, cash, campaign, etc. and therefore, provides evidence of an excellent process.	Yes	Not Available
6003	Campaign Revenue Planning (created April 2016; last update Oct 2017)	This document is essential for campaign progress planning and alignment with finance on projected income for the coming years.	10/17/17	Maarten Vervaat	Yes	This document provides a continuously updated snapshot of all cash gifts and pledges to the AUP Ascending Campaign, the revenue planning of future pledge installments and the targets of new funds to raise.	Yes	Not Available
6004	Capital Campaign Budget - multiyear	This document shows the financial management of budgeted and actual capital campaign expenses.	9/1/17	Maarten Vervaat	Yes	This is the multi-year budget of campaign income and expenses.	Yes	Not Available

Standard VI: Planning, Resources, and Institutional Improvement - Criteria 4

An accredited institution possesses and demonstrates the following attributes or activities: fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered; and clearly linked to the institution's and units' strategic plans/objectives

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1012	Disaster Recovery Plan	The Disaster recovery plan serves to provide support for our physical and technical infrastructure during an emergency situation	1/1/17	Marc Monheard	Yes		No	Available
3001	IT Operational Structure	The document outlines the functional infrastructure used to support campus operations	1/1/15	Ali Rahimi	Yes	This document is an excel file which shows the functional infrastructure of IT Services	No	Available

Standard VI: Planning, Resources, and Institutional Improvement - Criteria 5

An accredited institution possesses and demonstrates the following attributes or activities: well-defined decision-making processes and clear assignment of responsibility and accountability;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1003	Faculty Manual	It is the document of Faculty Governance for the university	5/1/17	Academic Affairs	Yes		No	Available
1004	Règlement intérieur			HR	Yes	Addresses Health, safety, sanctions etc. in the workplace	No	Available
1006	Academic Handbook	The Academic Handbook outlines most of the policies and procedures for students and faculty. Thus, it illustrates "well-defined decision-making processes."	9/1/17	Diane Bonneau	Yes	The Academic Handbook outlines AUP's policies and procedures for students in regard to application, financial assistance, payment, academic affairs and the summer term. It also provides the requirements for all graduate programs, and for undergraduate majors, minors, and general education.	No	Available
1007	Student Handbook	The student handbook serves as an agreed upon set of processes for students, faculty, and staff	1/1/16	Kevin Fore	Yes	Approx 140 pages in printed and PDF format covering Academic Life, Student Community, Student Life, and Student Emergency Guide.	No	Available
1013	Contingency Plan			Marc Monheard	I am not sure		No	Available

Standard VI: Planning, Resources, and Institutional Improvement - Criteria 6

An accredited institution possesses and demonstrates the following attributes or activities: comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1009	AUP Campus, 55 years	It identifies the current facilities plan discussed in the criteria	10/1/17	Andy Batinovich	Yes		No	Available
1015	Programation, Campus AUP	Criteria 6 asks for Comprehensive planning for facilities	10/1/15	David Horn	Yes	Shows planning and moves for 2015-2018	No	Available
1016	Future Campus inventory	Comprehensive planning	2/1/17	David Horn	Yes	Shows all space on campus, with offices and classroom, including sizes	No	Available
1017	Campus footprint	Comprehensive planning for Facilities	6/1/16	David Horn	Yes	Shows history of total campus space	No	Available
1018	Communication plan for the Quai	Communication of comprehensive planning	9/1/17	David Horn	Yes		No	Available
3002	ITS Integrated resource IS Plan	Although this plan is in the process or being executed, it outlines comprehensive planning for technology that takes into account sustainability and deferred maintenance of the systems	1/1/17	Ali Rahimi	Yes	This document outlines the plan to integrate many of the disparate systems of AUP into one comprehensive technology to be used for monitoring and assessment of University initiatives.	No	Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
3004	ITS Operational Technology Planning	This document provides a comprehensive plan for technology at the University	1/1/15	Ali Rahimi	Yes	The document divides the ITS planning into 3 phases to be implemented between 2015 - 2018.	No	Available
4031	Grenelle classroom technology, faculty survey	Assessing technology	11/1/16	Robbie Robinson	Yes	To assess the classroom technology installed in Grenelle, a survey was sent out to the faculty who actively teach in the building during the Fall semester of 2016.	No	Available

Standard VI: Planning, Resources, and Institutional Improvement Criteria 7

An accredited institution possesses and demonstrates the following attributes or activities: an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's accompanying management letter; deferred maintenance and is linked to the institution's strategic and financial planning processes;

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidentiality	Availability
2003	Audited Financial Statements-2016	Criteria 7 requires two years of audited financial statements.	8/1/16	Valerie Fode	Yes	Our statements are provided in both french and English (US) and are audited by PwC.	Yes	Not Available
2004	Follow up Response to PwC Audit of 2015 Financial Statements	Criteria 7 requires "evidence of follow-up on any concerns cited in the audit's accompanying letter."	1/1/16	Valerie Fode	Yes	This document is a follow up to the auditor's report of FY2015.	Yes	Not Available

Standard VI: Planning, Resources, and Institutional Improvement - Criteria 9

An accredited institution possesses and demonstrates the following attributes or activities: periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4009	Departmental Report - International and Comparative Politics							
4010	Departmental Report - International Business Administration	This is a "place holder" document, which actually represents 29 different documents. These documents are not yet available for upload, but they will be						
4011	Departmental Report - Psychology	needed for this work. Criteria 9 calls for "periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes and availability of resources." These departmental reports - for both administrative offices and academic departments - are the way units report this.	6/1/17	various department heads	Yes		No	Not Available
4030	Annual Student Satisfaction Survey	The survey provides for the assessment of a student's life at AUP. We can use the data to make decisions on planning and resource allocation.		Marc Month eard	I am not sure		Yes	Not Available
4040	Departmental Report - Economics	This is a "place holder" document, which actually represents 29 different documents. These documents are not yet available for upload, but they will be needed for this work. Criteria 9 calls for "periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes and availability of resources." These departmental reports - for both administrative offices and academic departments - are the way units report this.	6/1/17	various department heads	Yes	Each year, each department - both administrative and academic - is charged with providing a "state of the department" report. This report includes routine data, results of assessment and actions taken in response thereto.	No	Not Available

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
4062	Student Development Annual Assessment Report	All department annual (assessment) reports are relevant to criteria 1 and also (less so to) criteria 9. Criteria 1 looks to see that institutional objectives, both institution-wide and for individual units are clearly stated, assessed appropriately, linked to mission and goal achievement, and reflect conclusions drawn from assessment results. Criteria 9 looks to see that periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes and availability of resources occurs.	7/1/17	Marc Month eard	Yes	This is the annual assessment report from Student Development, submitted summer 2017.	No	Available

Standard VII: Governance, Leadership, and Administration - Criteria 1

An accredited institution possesses and demonstrates the following attributes or activities: a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for decision making by each constituency, including governing body, administration, faculty, staff and students; of resources.

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1003	Faculty Manual		1/1/17		Yes		No	Available
1047	Organization Chart for Academic Affairs		8/1/17		Yes		No	Not Available
1048	Accord d'entreprise (admin and faculty)		1/1/17		Yes		No	Available
1049	HR AUP Handbook		1/1/17		Yes		No	Not Available
1050	Comité d'entreprise minutes		1/1/17		Yes		No	Not Available
1051	Union roles and responsibilities		1/1/17	Margar et Savean	Yes		No	Not Available

Standard VII: Governance, Leadership, and Administration - Criteria 2

An accredited institution possesses and demonstrates the following attributes or activities: a a legally constituted governing body

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1052	Board of Trustees Handbook				I am not sure		No	Not Available
1053	Minutes from trustee meetings		1/1/17		Yes		Yes	Not Available
1054	Auditing documents: Comité d'entreprise/DUP		1/1/17		Yes		Yes	Not Available
1055	Faculty governance: all standing committees documents		1/1/17		Yes		No	Not Available
4056	Evaluations of President every 2 years		1/1/15		Yes		Yes	Not Available

Standard VII: Governance, Leadership, and Administration - Criteria 3

An accredited institution possesses and demonstrates the following attributes or activities: a Chief Executive Officer...

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1056	Celeste's CV and experience		12/1/17	Celeste Schenck	Yes		No	Not Available
1057	Leadership team minutes		12/1/17		Yes		No	Not Available
1058	Leadership team CV: Provost				Yes		No	Not Available
1059	Leadership team CV: Vice President of Finance and Admin				Yes		No	Not Available
1060	Leadership team CV: Dean of Student Services				Yes		No	Not Available
1061	Leadership team CV: Director of Admissions				Yes		No	Not Available

Standard VII: Governance, Leadership, and Administration - Criteria 4

An accredited institution possesses and demonstrates the following attributes or activities: an administration possessing or demonstrating...

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
1062	Org chart for leadership team		9/1/17		Yes		No	Not Available

Standard VII: Governance, Leadership, and Administration - Criteria 5

An accredited institution possesses and demonstrates the following attributes or activities: periodic assessment of the effectiveness of governance, leadership, and administration

Document ID	Document Name	Describe why this document is relevant to the criteria	Document Date	Document Owner	Does this document currently exist?	Provide a general description of the document	Confidential	Availability
0	Board restructured governance—documentation and minutes of refresh (old and new BoT bylaws		1/1/17		I am not sure		Yes	Not Available