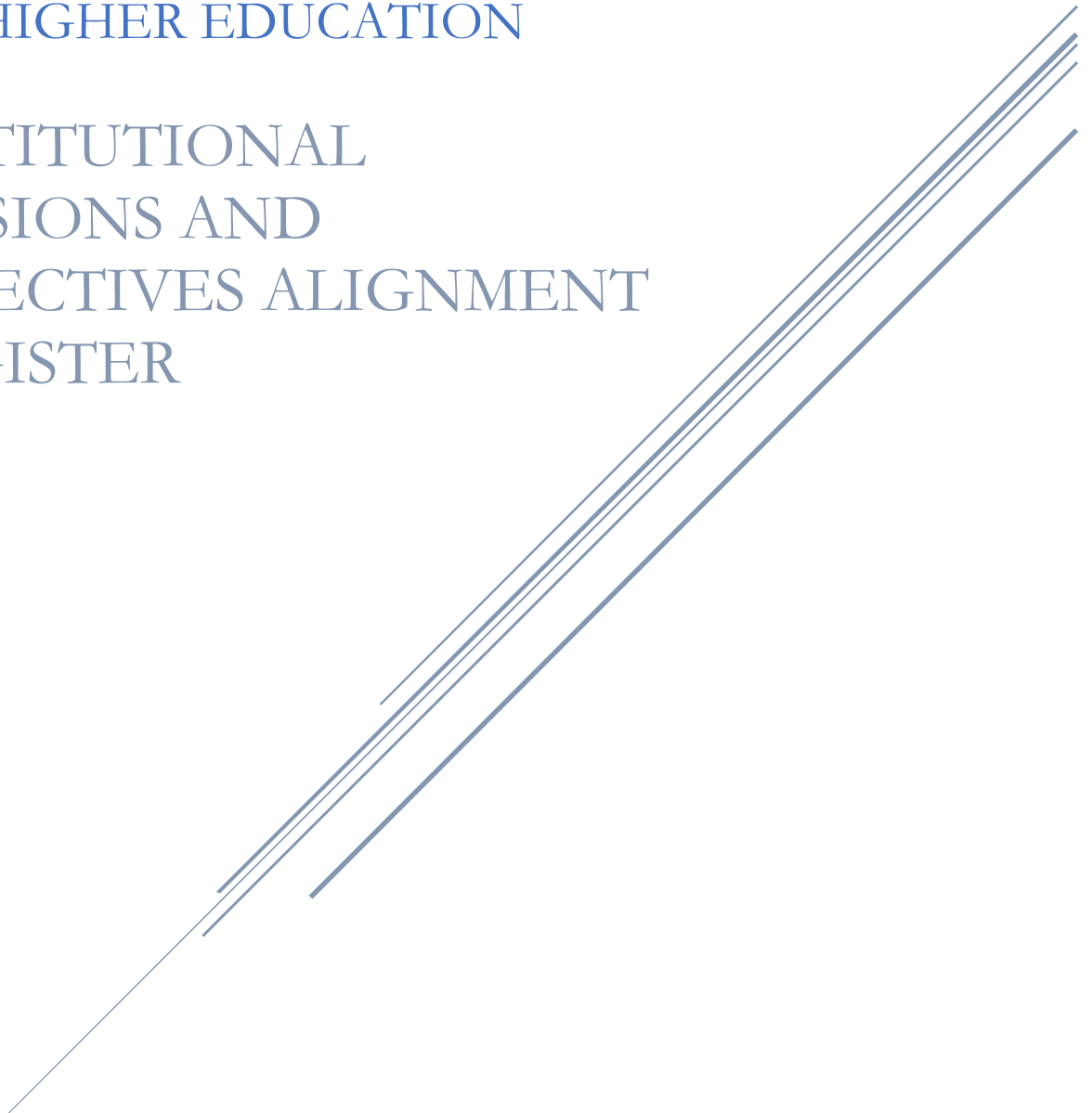


MIDDLE STATES COMMISSION  
ON HIGHER EDUCATION

INSTITUTIONAL  
MISSIONS AND  
OBJECTIVES ALIGNMENT  
REGISTER



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## University mission

*For a detailed exposition of the mission statement, please refer to the strategic plan (Navigating 21<sup>st</sup> Century Pathways 2020-2023).*

Chartered as a liberal arts college in 1962, The American University of Paris is today an urban, independent, international university located at the meeting point 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.

## Institutional strategic priorities

*For a detailed exposition of the strategic priorities, please refer to the strategic plan (Navigating 21<sup>st</sup> Century Pathways 2020-2023).*

1. **Community:** Extending AUP's Learning Community of Global Explorers.
2. **Curriculum:** Designing an Integrated, Experiential 21st-Century Curriculum and Navigating Pathways to Meaningful Careers.
3. **Campus:** Consolidating AUP's 7th Arrondissement Campus on the Seine and Securing our Student Housing Program
4. **Communication:** Building AUP's Global Reach and Reputation.
5. **Continuous Improvement:** Achieving Institutional Sustainability AUP will attain full institutional effectiveness and sustainability across all units and functions.

## Core Capabilities

*For a detailed exposition of the institutional core capabilities, please refer to the Global Liberal Arts Core Capabilities (GLACC Briefs).*

1. **Independent Creative thinkers:** Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to navigate resources, evaluate their findings, and articulate well-reasoned arguments.
2. **Engaged lifelong learners:** Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.
3. **Responsible actors, empowered leaders:** Graduates will apply their knowledge and skills to the global challenges of the 21st century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

4. ***Adaptable communicators with a global prospective:** Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and languages competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.*

<b>CORE CAPABILITIES &amp; STRATEGIC PRIORITIES / MISSION ALIGNMENT MATRIX</b>	
<b>Mission statement</b> →  <b>Core Capabilities &amp; Strategic Priorities</b> ↓	AUP's mission is to educate its graduates to <b>communicate effectively</b> in a world of many languages; to <b>read well, listen carefully</b> , and <b>write intelligently</b> in a voice of their own; to <b>become critical thinkers</b> about history and human societies, economics, culture, literature, the arts, science, politics, psychology, business, and communication; to <b>develop creative interdisciplinary solutions</b> to contemporary global challenges; to be <b>digitally literate</b> in a <b>world of swift-paced change</b> ; to understand the <b>ethical imperatives</b> of living in such a world; and to move <b>across the cultural borders</b> of the contemporary world with a sense of <b>commitment to and responsibility for a world held in common</b> .
Priority 1: Building a Learning Community of Global Explorers.	As a result of the diverse community we create in our classrooms and on campus, our twin liberal arts and hands-on applications approach to learning, and our global professional skills co-curriculum, our students will graduate with the capacity to live and work productively anywhere in the world they choose. They will acquire the cultural fluencies required to feel at home in the world and the ethical commitment to inclusivity, global sustainability and interdependence that undergird such a sense of belonging to the world.
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	AUP will develop a coherent, innovative, liberal arts and vocationally enhancing learning experience arising from AUP's mission, core values, and core competencies and fully aligned with the personal, intellectual, cultural, and professional aspirations of its global explorers so as to provide a bridge to meaningful career choices upon graduation. The University will also encourage the navigation of unique, self-designed pathways through the AUP curriculum via integrated advising for all student constituencies, from three- and four-year degree-seeking students to visitors and transfers.
Priority 3: Designing a Campus for a Global Community.	AUP will continually upgrade the learning resources and technologies that support the work of all members of its community. The University will adopt a campus-wide digital transformation strategy that will stretch from support for digital pedagogies and digital scholarship through the upgrading and integrating of our entire IT resource system and the development of digital repositories, from streamlining and redesign of our business and administrative practices to ensuring compliance with GDPR regulations and proper governance for data security. Our exploration of how digitization is transforming the world's societies (and with them universities) will extend from our core curriculum, in which "digital literacies" are required of all students, to an emphasis on the impact of digitization in fields across the entire curriculum; from specific faculty research agendas to the academic and socio-political inquiry that drives research collaborations within our Civic Media Lab.
Priority 4: Communicating AUP's Global Reach.	AUP will communicate by all possible means and to the full complement of University constituents its emergence as the premiere institution of Anglophone, American, international education in Europe. AUP will foreground its signature 21st-century curriculum, as well as the University's values, to

	prospective students and their families, to future faculty and staff hires, to partner universities, and to its alumni, friends and donors.
Priority 5: Achieving Institutional Sustainability.	<p>AUP will invest in its faculty, prizing excellence in teaching, research, and service, providing faculty development support, opportunities for intellectual renewal, and meaningful career steps that are appropriately rewarded. As our faculty retires, AUP will replenish the ranks with talented teacher scholars devoted to AUP's mission in fields supporting its evolving curriculum.</p> <p>AUP will create a virtuous circle supporting its future by serving its alumni community, inspiring it to leadership of the University, and drawing in turn upon it to support the career aspirations of current students and to create a global culture of philanthropy in support of current and future generations of students.</p>
ILO 1: Independent, creative thinkers <sup>1</sup>	Intellectual independence and creativity, undergirded by critical thinking, is referred to multiple times in the University's mission statement. (e.g.: "to develop creative interdisciplinary solutions" and "become critical thinkers")
ILO 2: Engaged, lifelong learners <sup>2</sup>	A dedication and drive to continuous lifelong learning reflects the Institution's mission to educate its graduates to "read well", "listen carefully", and their engagement allow them to "understand ethical imperatives" and develop a "sense of commitment to and responsibility for a world held in common."
ILO 3: Responsible actors and empowered leaders <sup>3</sup>	Responsible actors and leaders are driven by "ethical imperatives" and "a sense of commitment and responsibility." Cultural and intellectual empowerment will allow AUP graduates to "develop solution [...] for a world held in common."
ILO 4: Adaptable communicators with a global perspective <sup>4</sup>	The AUP mission specifically refers to the ability of its graduates to "communicate effectively" and to "move across the cultural borders of the contemporary world."

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<sup>1</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>2</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

<sup>3</sup> ***ILO 3: Responsible actors and empowered leaders***

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>4</sup> ***ILO 4: Adaptable communicators with a global perspective***

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.

## Academic Departments

### Department of Art History and Fine Arts

#### Mission

The mission of the Art History Degree program is to teach the student to see the visual arts as cultural productions, including social, political, economic and religious factors, as they occurred in specific places and times. One of the central features of our mission is to give the students direct contact with works of art, through lectures in museums and on site, both in Paris and in other European locations.

#### Learning Outcomes for Art History Major

1. In-depth knowledge of artistic periods
2. Critique and analyse works of art in fluid English prose
3. Situate works of art in historical/cultural contexts
4. Ability to identify artists, styles, time-periods of works they have never seen before
5. Communicate orally and in writing about a variety of styles and genres in articulate manner

Art History Alignment Matrix				
Program learning outcome (from matrix above) / Institutional learning outcome  Our students will:	Independent, creative thinkers	Engaged, lifelong learners	Responsible actors and empowered leaders	Adaptable communicators with a global perspective
1. In-depth knowledge of artistic periods	Novel and creative work often rests on familiarity with the creative production of past periods and genres.		Knowledge of one's own, as well as other culture's, artistic heritage is empowering.	
2. Critique and analyse works of art in fluid English prose		The analysis and critique of artworks is a learning process.		Presenting a critique and analysis of an artwork is a complex and sophisticated form of communication. Its mastery confers adaptability in other forms of difficult and nuanced communication.
3. Situate works of art in historical/cultural contexts		Understanding context is essential throughout life, so this is a process that can always be applied.	Awareness of history and culture informs effective leadership on all levels.	



4. Ability to identify artists, styles, time-periods of works they have never seen before	This ability teaches students to be prepared to apply their skills in unexpected and creative ways.			The ability to situate unfamiliar objects gives students a unique global perspective.
5. Communicate orally and in writing about a variety of styles and genres in articulate manner			Excellent written and oral communication is a transferable skill that is essential for leadership.	The ability to communicate about a variety of styles and genres requires and builds adaptability.

#### Learning outcomes for the Fine arts major:

1. To manipulate materials
2. The essential evolution of western art history and have an awareness of contemporary art movements
3. To deconstruct and solve visual problems in artwork and concise prose
4. How to criticize objectively and understand the role of art criticism.
5. How to develop a personal expression and vision of the world.

Fine Arts Alignment Matrix				
Institutional learning outcome / Program learning outcome (from matrix above)  Our students will:	Independent, creative thinkers	Engaged, lifelong learners	Responsible actors and empowered leaders	Adaptable communicators with a global perspective
To manipulate materials	Expert manipulation of materials is essential to the creative process.			
The essential evolution of western art history and have an awareness of contemporary art movements		Awareness of historical context and cotemporary perspective fosters engagement and aids continuous learning .		Contemporary art is essentially global. In transitioning from the historical western canon to the contemporary landscape, students must grapple with a shift in perspective.
To deconstruct and solve visual problems in artwork and concise prose		As we deconstruct novel problems we understand them and we learn.		The deconstruction of visual problems is a difficult skill to master. It requires mastery of written communication.
How to criticize objectively and understand the role of art criticism.			Objectivity in any setting is imperative for social change and must drive tomorrows leaders.	

How to develop a personal expression and vision of the world.	The development of a personal expression is quintessentially an independent and creative process.		We expect our leaders to have a vision of the world and to navigate towards that vision.	
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## Department of History and Politics

### Mission

The History Department trains students to develop a critical understanding of the past and cultivates their appreciation of the enduring power and relevance of that past in the present and the construction of the future. AUP's potent mixture of cosmopolitan, liberal arts education in Paris, is reflected in the department's cross-cultural offerings and our emphasis on transnational contexts. The department is also committed to teaching the foundations of History as a discipline by exposing students to a variety of methodologies. In particular, the History Department prepares students for navigating the information age effectively and critically by teaching students to assess, interpret and narrate documents to understand historical problems in context.

### Learning outcomes: History Major

1. Students will practice the craft of historical research and writing. Students will be able to:
  - a. - Identify and ask historical questions.
  - b. - Understand how people, ideas, and geography intersected to create historical movements.
  - c. - Construct a factual narrative of historical events and historical change.
  - d. - Identify periodization and understand change over time.
2. Students will be able to demonstrate knowledge of historical events and periods and their significance. Students will be able to:
  - a. - Place events, people, and movements within their proper historical context.
  - b. - Students will be able to distinguish between parallels and differences between previous historic moments and their present situation
3. Students will develop the following skills that are critical to historical thinking. They will be able to:
  - a. - Understand the differences between primary and secondary sources.
  - b. - Interpret primary and secondary sources in a critical way.
  - c. - Construct written historical arguments in a persuasive way.
  - d. - Present their historical arguments to their peers in small group discussions and in oral presentations.
4. Students will be able to explain and critique the historical schools of thought that have shaped the understanding of their fields of study. They will also be able to:
  - a. - Understand how race, gender, class, ethnicity, and religion shape historical narratives.
  - b. - Engage with how history shapes thought, policy, and actions that pervade the world around them

History Alignment Matrix				
Institutional learning outcome / Program learning outcome (from matrix above)	PRACTICE	SKILLS	USES	APPROACHES
Our students will:				

Independent, creative thinkers	X			X
Engaged, lifelong learners		X	X	
Responsible actors and empowered leaders		X		
Adaptable communicators with a global perspective	X		A global perspective of any societal, human, ecological, or political issue must be informed by a historical understanding as well.	

### Learning outcomes: History, Law, and Society Major

1. Fluency in legal issues and reason
2. Understand connections between law and history
3. Develop an interdisciplinary understanding of law and its social impact.
4. Integrate law into the liberal arts curriculum.

History, Law, and Society Alignment Matrix				
Institutional learning outcome / Program learning outcome (from matrix above)	Fluency in legal issues and reason	Understand connections between law and history	Develop an interdisciplinary understanding of law and its social impact.	Integrate law into the liberal arts curriculum.
<b>Our students will:</b>				
Independent, creative thinkers	X	x	x	X
Engaged, lifelong learners			X	X
Responsible actors and empowered leaders	X	X	X	
Adaptable communicators with a global perspective		X	X	X

### Learning outcomes: Philosophy Program

1. Philosophical Analysis: identify, comprehend and differentiate philosophical concepts, definitions, theses, and arguments paying attention to their discursive organization via slow and careful reading
2. Reflective Orientation: use conceptual analysis to articulate a problem or question that arises within an academic discipline or a social practice
3. Historical Contextualization: sketch the historical context of a philosophy and position it accurately within the history of philosophy

4. Interdisciplinary Imagination: capacity to build bridges between philosophy and other academic disciplines, and to bring philosophy to bear on extra-philosophical objects
5. Written Arguments: write a structured and persuasive analytic argument that develops an enquiry in the genre of an academic essay
6. Lucid Speech: capacity to clearly articulate and defend a philosophical position orally whilst maintaining correct syntax and an appropriate lexicon Analysis

Philosophy Alignment Matrix						
<b>Institutional learning outcome / Program learning outcome (from matrix above)</b>  <b>Our students will:</b>	<i>Historical understanding</i>	<i>Interdisciplinary imagination</i>	<i>Philosophical analysis</i>	<i>Reflective orientation</i>	<i>Oral expression and clarity</i>	<i>Written expression</i>
Independent, creative thinkers	By historicizing philosophical texts students learn how to deconstruct validity claims that are presented as 'natural' or 'given.'	By combining the disciplines of history and philosophy, students learn how to develop an original, contextualized understanding of a philosophical text.			Students learn how to express orally their distinctive philosophical positions.	Students learn how to articulate and defend an original position within an ongoing philosophical debate.
Engaged, lifelong learners			Students develop competencies in argumentative analysis that render them attentive and critical readers and listeners.	Students cultivate a critical attitude and curiosity regarding the (implicit) assumptions of scientific theories, (normative) argumentations and narratives.		

Responsible actors and empowered leaders	Students learn how philosophical ideas have informed historical developments and events, which enables them to recognize and employ the (noumenal) power of ideas.		The skills of argumentative analysis allow students to defend themselves against (unjustified) critique as well as to convince their counterparts.		The oral expression skills enhance students' ability to communicate their ideas, arguments and visions in an intelligible and persuasive manner.	
Adaptable communicators with a global perspective		By engaging with many neighboring disciplines like politics, economics, and psychology, students learn how to fit arguments, concepts and theories to the relevant discursive context.	By identifying the underlying premises of a discursive formation, students can adjust their arguments so as to render them relevant and effective.		Students learn articulating a variety of philosophical concepts and conceptions in different areas of philosophy and thereby hone their appreciation of the context-specificity of validity claims.	Students gain competencies in a variety of text genres, which enables them to convey ideas, arguments and positions in different formats.

#### Learning outcomes: Politics, Philosophy, and Economics Major

1. Grasping the main concepts, approaches and theories within philosophy, politics and economics.
2. Ability to discern the assumptions and logics of distinct types of social scientific reasoning, to see how different modes of analysis interact, and what their respective merits and limits are.
3. Ability to structure and analyze complex phenomena from different perspectives, and to evaluate policy choices and outcomes according to different criteria or logics.

#### Politics, Philosophy, and Economics Alignment Matrix

Institutional learning outcome / Program learning outcome (from matrix above)	PPE LO1	PPE LO2	PPE LO3	PPE LO4
Independent, creative thinkers	X		X	
Engaged, lifelong learners		X		
Responsible actors and empowered leaders	X		X	
Adaptable communicators with a global perspective		X		X

### Learning outcomes: Middle East Pluralities

1. Students will develop competency with the historical, political, religious, economic, geographic, and cultural landscape of the Middle East.
2. Students will acquire the skills necessary to investigate, analyze, and deconstruct the role and impact of Middle East political, economic, and cultural developments on the globe.
3. Students will become effective communicators of Middle Eastern modern history, causes, issues, and cultures to the world.
4. Students will gain a working level of fluency in Arabic.

Middle Eastern Pluralities Alignment Matrix				
Core Capability / Program learning outcome	Competency	Investigate, analyze, deconstruct	Communication	Arabic Fluency
Independent, creative thinkers	Students can analyze news and documentaries through their own lenses.	They were exposed to different views and they saw how dominant discourses can be deconstructed.		
Engaged, lifelong learners		They can put views and approaches in their historical context.		
Responsible actors and empowered leaders	They have an insight to many conflicts were as citizens they can responsible and		Through presentations, they were trained to	

	engaged in support of international law and justice.		communicate their paper findings and case studies.	
Adaptable communicators with a global perspective			Students are exposed to films, documentaries and literature that could inspire them in their own experiences.	They can read and communicate in Arabic and discover literature in its own language.

### Learning outcomes: International Comparative Politics Major

1. Knowledge acquisition: Developing mastery of the disciplinary corpus covered by ICP studies (international relations theory, international political economy, international law, comparative politics, and political philosophy).
2. Thinking and research methods: Equipping students with the analytical tools and methods needed for rigorous thinking about and engaging in research over core issues of world politics.
3. Communicating ideas (written and oral) clearly in rigorously argued fashion.

International Comparative Politics Alignment Matrix			
Institutional learning outcome / Program learning outcome (from matrix above)  Our students will:	Knowledge acquisition:	Thinking and research methods:	Communicating ideas
Independent, creative thinkers	X	X	
Engaged, lifelong learners		X	
Responsible actors and empowered leaders			X
Adaptable communicators with a global perspective	X		X

### Learning outcomes: Masters of Arts in International Affairs

1. Knowledge - In-depth reading and understanding of a cosmopolitan canon of academic and expert publications in international affairs.
2. Thinking - Clear analytical thinking as demonstrated by contributions to in-class discussions and argumentation as developed in written work. Demonstrated exploration of causality.



3. Research - Demonstrated initiative in selecting a range of rigorous academic sources for oral and written work. Original research.
4. Methods - Demonstrated mastery of qualitative methodology (especially case study methods) and a basic understanding of statistical methods.
5. Academic fluency in French (MAIA) – Ability to give oral presentations and produce coherent written work in the French system at the graduate level.

Master's in International Affairs Alignment Matrix					
Institutional learning outcome / Program learning outcome	Knowledge	Thinking	Research	Methods	Academic fluency in French (MAIA)
Independent, creative thinkers		The link between this learning outcome and core capability is explicit. Clear analytical thinking is by definition independent and creative.	Independent and creative thinkers demonstrate initiative in seeking out a range of rigorous research.		
Engaged, lifelong learners	Engaged, lifelong learners build on an informed foundation in one or more socially-grounded disciplines.		A capacity for rigorous research is essential for engaged, lifelong learning.		Engaged, lifelong learners benefit from the understanding of more than one language and cultural perspective.
Responsible actors and empowered leaders	Leaders must be informed and fully understand how to access new knowledge, both of which are established through extensive reading in a disciplinary canon.	Analytical thinking, causal analysis and thoughtful arguments are critical skills for responsible actors and empowered leaders.		Generation of new knowledge through qualitative and quantitative methods empowers responsible actors and leaders to seek innovative solutions.	
Adaptable communicators with a global perspective				Engagement in qualitative methods, encourages students to interact with an institution or project in depth, enhancing their adaptability and communications skills.	The link is explicit. French fluency contributes to the skills of an adaptable communicator with a global perspective.

## Learning outcomes: Masters of Arts in International Affairs, Conflict Resolution & Civil Society Development

1. Knowledge - In-depth reading and understanding of a cosmopolitan canon of academic and expert publications in international affairs, conflict resolution and civil society development.
2. Thinking - Clear analytical thinking as demonstrated by contributions to in-class discussions and argumentation as developed in written work. Demonstrated exploration of causality.
3. Research - Demonstrated initiative in selecting a range of rigorous academic sources for oral and written work. Original research.
4. Methods - Demonstrated mastery of qualitative methodology (especially case study methods) and a basic understanding of statistical methods.
5. Academic fluency in French – Ability to give oral presentations and produce coherent written work in the French system at the graduate level.

Master's in International Affairs and Conflict Resolution Alignment Matrix					
Institutional learning outcome / Program learning outcome (from matrix above)	Knowledge	Thinking	Research	Methods	Academic fluency in French (MAIA)
Independent, creative thinkers		The link between this learning outcome and core capability is explicit. Clear analytical thinking is by definition independent and creative.	Independent and creative thinkers demonstrate initiative in seeking out a range of rigorous research.		
Engaged, lifelong learners	Engaged, lifelong learners build on an informed foundation in one or more socially-grounded disciplines.		A capacity for rigorous research is essential for engaged, lifelong learning.		Engaged, lifelong learners benefit from the understanding of more than one language and cultural perspective.
Responsible actors and empowered leaders	Leaders must be informed and fully understand how to access new knowledge, both of which are established through extensive reading in a disciplinary canon.	Analytical thinking, causal analysis and thoughtful arguments are critical skills for responsible actors and empowered leaders.		Generation of new knowledge through qualitative and quantitative methods empowers responsible actors and leaders to seek innovative solutions.	

Adaptable communicators with a global perspective				Engagement in qualitative methods, encourages students to interact with an institution or project in depth, enhancing their adaptability and communications skills.	The link is explicit. French fluency contributes to the skills of an adaptable communicator with a global perspective.
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### Learning outcomes: Masters of Arts in Diplomacy and International Law

1. Knowledge - In-depth reading and understanding of a cosmopolitan canon of academic and expert publications in international affairs and international law.
2. Analytical thinking - Clear analytical communication as demonstrated by contributions to in-class discussions and argumentation as developed in written work.
3. Intellectual initiative - selecting a range of rigorous academic sources for oral and written work
4. Fluency: Demonstrated mastery of oral and written legal analysis in preparation for the Oxford certificate.

Master's in Diplomacy and International Law Alignment Matrix				
Institutional learning outcome / Program learning outcome (from matrix above)	Knowledge	Analytical Thinking	Intellectual initiative	Fluency
Independent, creative thinkers		The link between this learning outcome and core capability is explicit. Clear analytical thinking is by definition independent and creative.	Independent and creative thinkers demonstrate initiative in seeking out a range rigorous research.	
Engaged, lifelong learners	Engaged, lifelong learners build on an informed foundation in one or more socially-grounded disciplines.		A capacity for rigorous research is essential for engaged, lifelong learning.	
Responsible actors and empowered leaders	Leaders must be informed and fully understand how to access new knowledge, both of which are established through extensive reading in a disciplinary canon.	Analytical thinking, causal analysis and thoughtful arguments are critical skills for responsible actors and empowered leaders.		Generation of new knowledge through qualitative and quantitative methods empowers responsible actors

				and leaders to seek innovative solutions.
Adaptable communicators with a global perspective				Engagement in qualitative methods, encourages students to interact with an institution or project in depth, enhancing their adaptability and communications skills.

## Department Psychology, Health, and Gender

### Mission

The Department of Psychology's mission is to encourage students to become independent thinkers who read critically, who can make sensitive observations and who can generate original ideas, making use of current theoretical constructs and relevant empirical data. The department attempts to stimulate students 1) to think systematically about psychological phenomena from multiple disciplinary perspectives and methodologies, 2) to evaluate and employ recent as well as time tested theories to elucidate psychological processes in their social and cultural contexts, 3) to write clearly and coherently, developing sound arguments on the basis of appropriate sources and pertinent observations, 4) to heighten their personal awareness of themselves as participant observers and of others both in the laboratory and in the natural setting. The department endeavors to foster students' capacity to take responsibility for their own learning with, as its end goal, their eventual contribution to the advancement of psychology as a multifaceted discipline, both scientific and humanistic.

### Learning outcomes: Psychology Major

1. Conceptualize the complex factors (biological, genetic, developmental, intrapersonal, socioeconomic, relational, historical, cultural, etc.) that influence psychology and comprehend the interplay between these forces.
2. Understand how culture and society influence basic psychological phenomena such as behaviour, development, interpersonal relationships, thought, identity, memory, and emotion.
3. Develop an informed, and critical, stance toward psychological theory and practice.
4. Demonstrate knowledge of different psychological research traditions and methodologies and their advantages and limitations.
5. Employ psychological theory and research to construct sound arguments.

Psychology Alignment Matrix				
Institutional learning outcome / Program learning outcome	Independent, creative thinkers	Engaged, lifelong learners	Responsible actors and empowered leaders	Adaptable communicators with a global perspective
1. Complex factors	Understanding relational, historical, and cultural factors influencing individuals and communities enables one to find holistic creative opportunities, solutions, and develop new theories of interpersonal relations.	Similarly, relational, historical, cultural and factors influencing individuals and communities facilitates engaged learning.		Global perspectives are learned as part of relational, historical, and cultural factors
2. Understand culture and society			Actors and leaders are effective to the extent that they know the societies and cultures they	Understanding culture and society is essential to understanding others and

			are trying to engage and understanding the pitfalls of intervention.	adapting communication to the particular background and knowledge of the other.
3. Develop informed, critical stance	This LO is a prerequisite to becoming an independent and creative thinker.	Lifelong learners know how to critically examine evidence and critically examine different theories. is an important ethical imperative and is the goal of an engaged learner.	Responsible action entails a critique of one's own perspective and an understanding of the limitations of knowledge.	Students are able to flexibly examine different theories and adapt their frame to the situation at hand.
4. Different research methodologies	Our students know how to match the tools of research to the problems at hand and the limitations of research.	These skills are common and everyday skills that are applied every day in reading the newspaper and engaging with scientific research. We expect that they will continue to be used and developed throughout their lives.	Empowered leaders know how to examine research evidence and understand how knowledge is produced and the limitations of that knowledge.	Good oral and written communication skills are more readily adaptable.
5. Construct sound arguments	Novel or creative thinking requires a solid argument to be convincing and impactful		Empowered leaders must be able to communicate their ideas effectively and convincingly.	Sound argumentation is a fundamental aspect of effective communication.

#### Learning outcomes: Gender, Sexuality, and Society major

1. Students will demonstrate knowledge of the developmental, social, theoretical and historical frameworks that define the study of gender and sexuality from both a social sciences perspective and a humanities perspective.
2. Students will be able to identify, compare, critique and analyze the historical, social and cultural specificity of different conceptions of gender and sexuality.
3. Students will be able to apply their knowledge of gender and society to a globally informed understanding and evaluation of the pressures, politics and debates of representations of gender and sexuality, particularly those bearing upon legal rights and social justice
4. Students will be able to read and critique literature on sex and gender in the social sciences and the humanities

Gender Sexuality and Society Alignment Matrix				
Institutional learning outcome / Program learning outcome	Knowledge of frameworks	Critique conceptions	Pressures and debates	Read and critique
Independent, creative thinkers	Learning about diversity and difference encourages creative thought and an ability to think outside social pressure.	The critical work found in this MLO encourages students to critique representations as natural and to think independently.	Similarly, students are encouraged to apply their analytic skills and to take informed stances.	Reading and critiquing scholarly literature is essential to finding one's own opinions and voice.
Engaged, lifelong learners	This MLO facilitates a sustained engagement and critique of media and other sources of information on diversity.		Learning about debates and their history allow students gives students the tools to continue their engagement and learning of these issues.	Reading and critiquing is the basis for engagement and life-long learning.
Responsible actors and empowered leaders	Allows to students to take a long-term view of current social problems and empowers them to see the world differently.	Students are encouraged to critique and to find their own ethical positions.	The major engages students in current political debates and rhetoric on gender in order to consider their own stances and to act responsibly.	Understanding primary sources is the basis for being empowered and responsible.
Adaptable communicators with a global perspective	Students learn to communicate and think about gender and sexuality as grounded in diverse global cultures.	Criticism entails critically thinking through privilege and the diversity of perceptions of gender and sexuality.		Through reading and critiquing students learn to make sound and ethical arguments.

## Department of Communications, Media and Culture

### Mission: Global Communications Major

The major in Global Communications trains students in a liberal arts tradition to think critically and creatively about the contemporary communications environment which they experience as global citizens and possibly, soon, as practitioners of professional communication. It provides students with substantive knowledge based on current research, with practical skills and analytical ability to understand (and play an active role in) the complex dynamics of communication at global, local, and individual levels. Graduates of this major understand the huge and rapid trends and rifts appearing in human societies as media converge, business globalizes, new cultural forms, practices and spaces emerge, and belief structures shift.

### Learning outcomes: Global Communications Major

1. Show knowledge of the history of communications and the development of communications as an academic discipline.
2. Show in-depth knowledge of the theoretical foundations and recent developments in particular areas of communications study.
3. Understand and compare systems of media, communications and culture from a global perspective.
4. Use research methods, including historical, textual, qualitative and quantitative, in order to write and present research.
5. Apply practical skills important to careers in communications.

Global Communications Alignment matrix					
Program learning outcome	(1) Show knowledge of the history of coms and the development of coms as an academic discipline.	(2) Show in-depth knowledge of the theoretical foundations and recent developments in particular areas of coms study.	(3) Understand and compare systems of media, coms and culture from a global perspective.	(4) Use research methods, including historical, textual, qualitative and quantitative, in order to write and present research.	(5) Apply practical skills important to careers in coms.
Institutional learning outcome					
Independent, creative thinkers	Knowledge about how communication and media have developed, how they've been used and studied more and more precisely affords more options for creative thought.	Knowing how communication works, with which effects, on whom and what facilitates independent, creative thinking.	When one can compare and contrast, one sees options and lack thereof; such analytical skills can lead to independent and creative thought and action.	If one can methodically analyse communication phenomena and make knowledge claims, one may think more independently and creatively about it.	
Engaged, lifelong learners		Understanding the importance of change and theorizing it can produce life-long	Once you start learning about comparing systems, you are	Once you learn how to systematically study empirical phenomena, those	



		valorisation of that practice.	likely to do so all your life.	skills are not likely to soon disappear.	
<b>Responsible actors and empowered leaders</b>	Knowledge about how communication and media have been used successfully and poorly for a range of reasons confronts communicators with issues of responsibility, while potentially empowering them.		Responsibility and Empowerment today increasingly demand a global as opposed to strictly local perspective.	The ability to systematically analyse and produce knowledge through research can empower and distinguish one from those who lack such skills.	Our students are trained not just to apply skills, but to consider the possible consequences of their actions.
<b>Adaptable communicators with a global perspective</b>	History of communications ranges from practices and methods locally situated to globally immersive. Knowledge of it can provide skills of adaptability.	Being able to theorize communication in its variety can make one informed and adaptable when one encounters different situations.	Comparing and contrasting systems helps one adapt to different challenges.		Our students are trained for careers that benefit from global perspectives.

### Learning outcome: Journalism Major

1. **Knowledge:** Students will understand journalism's relationship to society, power, politics and the international stage; its historical role and its current evolution in a shifting media landscape.
2. **Analysis:** Students will be able to analyze works of journalism within their historical, geographical, and generic contexts on the basis of responsible and informed awareness of cultural diversity.
3. **Research:** Students will know how to research, sift and prioritize information, and evaluate source credibility.
4. **Practice:** Students will know how to craft a news story that is correct, clear, concise and fit for multimedia distribution. They will know how to work to a deadline.
5. **Production:** Students will have familiarity with digital tools in editing, production and will have professional-level skills in developing articles for a news site, producing video and managing a print and online magazine.
6. **Collaboration:** Students will have developed an ethical and responsible journalistic practise, and will have learnt to collaborate with others towards common goals.

Journalism Alignment Matrix						
learning outcome	Knowledge	Analysis	Research	Practice	Production	Collaboration

<b>Core Capability</b>						
Independent , creative thinkers	Understanding media systems is essential for independent thought.		Knowing which sources to trust is essential to independent thought.			
Engaged, lifelong learners		Analytical skills are essential to lifelong learning.	Research is an essential tool for learning.			
Responsible actors and empowered leaders	Understanding the relationship between media and politics is empowering.			Accuracy in communication is essential to responsible leaders.		Ethical and responsible practice is essential to leadership.
Adaptable communicators with a global perspective		Comprehension and analysis are necessary for clear communication.			The ability to communicate clearly is fundamental in any media.	

#### Learning outcomes: Film Studies Major

1. Students should be able to analyse and differentiate filmic discourses on subjects in terms of narrative structure, cinematic techniques, and cultural contexts.
2. Students should be able to trace the rise and development of contemporary cinema as an art form, industry and cultural product.
3. Students should be able to distinguish individual styles and techniques of select directors and place the work in context with cinema history and aesthetics.
4. Students should gain a basic understanding and ability to produce film language, either mastering of video production or the techniques of screenwriting.

Film Studies Alignment Matrix				
<b>Core Capability / Program learning outcome</b>	Analyze and differentiate filmic discourses on subjects in terms of narrative structure, cinematic techniques, and cultural contexts.	Trace the rise and development of cinema as an art form, industry and cultural product.	Distinguish styles and techniques of selected directors in context with cinema history and aesthetics.	Demonstrate a basic understanding of and ability to produce film language.
Independent, creative thinkers			Different directors follow diverse creative processes. While understanding different creative	Creativity is an essential aspect of any language and even more so of a communicative art form such as cinema.

			processes and styles, student develop their own.	
Engaged, lifelong learners	All analytical skill, regardless of subject matter, drives lifelong learning.	Skills necessary to understand the development of any art form in its different cultural contexts can be repurposed for any other art form and are likely to accompany students long after graduation.		
Responsible actors and empowered leaders	Understanding narrative structures and cultural contexts is an essential aspect of a global perspective.			Mastery of any particular communication form is empowering.
Adaptable communicators with a global perspective		To understand the development of any art form in its different cultural contexts entails the development of global perspective.		Film is a powerful communication form which transcends national and cultural boundaries.

#### Learning outcomes: Master's in Global communications

1. Understand and be able to use qualitative and/or quantitative communications research methodologies.
2. Be aware of key issues in debates about globalization and their relationship to forms of global media and culture.
3. Develop critical perspectives on major concepts and theories in media studies, communications, cultural studies.
4. Develop practical competence in a field of contemporary communications.

Master's in Global Communications Alignment Matrix				
University wide learning outcome	Understand and be able to use qualitative and/or quantitative communications research methodologies	Be aware of key issues in debates about globalization and their relationship to forms of global media and culture	Develop critical perspectives on major concepts and theories in media studies, communications, cultural studies	Develop practical competence in a field of contemporary communications
Independent, creative thinkers		Understanding key issues of globalization and global media is essential to becoming an independent thinker.		
Engaged, lifelong learners	Research methodologies are a pathway to independent learning.		Critical perspectives on media and communications are fundamental to lifelong learning.	

Responsible actors and empowered leaders	Analytical thought and research are necessary to becoming a responsible actor.		Cultural and media awareness is empowering.	
Adaptable communicators with a global perspective		To maintain a global perspective, one must be aware of key issues about globalization.		Competence in communication is key.

## Department of Comparative Literature and English

### Mission

The Department of Comparative Literature and English promotes close attention to the written word in analyses of historical, social, philosophical, and psychological processes. We explore the capacity of language to inform reflection on human value and societal differences, and to mobilize the creative imagination.

Students become critical and creative thinkers, learning to use the English language powerfully and precisely within a world of many languages and cultures. They learn to analyze and interpret individual literary texts and to make enlightened connections with other works and disciplines. Students develop an informed awareness of national traditions and cultural, historical, and literary variations and developments.

Through intensive practice in writing, students acquire professional writing skills within the cultural sphere, learning to express their ideas both clearly and elegantly. Here, intellectual ambition, creativity, and imagination are championed. Close advising helps students to articulate a personal focus of study and to match individual interests with departmental requirements.

Creative writing courses are designed to inspire and encourage young writers from around the world. A commitment to international writing is fostered through our location in Paris, the global outlook of our writing instructors and guest speakers, and our lively multicultural student body. Small workshops and sustained individual attention lead to student success stories in publishing and performance.

Students majoring in one of the degrees offered by the department join a vibrant community of scholars, critics, and writers. They benefit from the close mentorship by faculty in a highly cooperative department, in which colleagues talk about their students and together discuss the best ways to support them. Such relations often continue long after students have graduated. Students form close bonds with their peers, whom they meet frequently in highly interactive seminar-style classrooms, in which they get to know each other well. Students have ample opportunities to get involved in extracurricular faculty and student events and projects, within and outside the university, which are fostered by the department and maintained by, or involve, faculty and students of the department.

Students majoring in Comparative Literature acquire broad and rigorous knowledge of literature from antiquity to the present in its historical and geographical contexts. The Major fosters close analysis of the details of literary production and well-informed attention to linguistic as well as cultural diversity and to recent movements in literary and critical theory.

Students are encouraged to shape their insights by exploring related work in other disciplines and to apply their critical skills in a professional internship experience. The flexible, interdisciplinary, student-centred curriculum of the Major in Comparative Literature facilitates combinations with other majors and minors.

Solid knowledge, critical praxis, and strong linguistic endeavour form the foundations of professional skills and creative production. Students are encouraged to acquire abilities and knowledge in three different language areas. Mentored by the department's faculty and their individual advisor, students develop and

articulate a personal focus for their reading, which issues in a portfolio of work and a senior thesis in the final year.

#### Learning outcomes: Comparative Literature Major

1. Critical Reading: students will be able to explore, analyze, and reflect critically on major works of world literature, philosophy, and criticism across a wide range of genres and time periods.
2. Writing: students will be able to express themselves creatively, clearly, coherently, and elegantly in order to produce effective writing in different genres.
3. Comparison and Contextualization: students will be able to analyze their readings within their historical, geographical, and generic contexts to make enlightening connections with other works on the basis of responsible and informed awareness of cultural and linguistic diversity. Students of Comparative Literature will be able to demonstrate knowledge of traditional and recent methods in literary scholarship.
4. Languages and Linguistics: Students will be able to read and write about works in different languages.
5. Interdisciplinary exploration: Students will be able to relate their work to the methods and contents of other disciplines.
6. Professional Production and Publication: Students will develop skills in professional writing in the cultural sphere, showing intellectual ambition, creativity, and imagination; they will develop a personal focus for their chosen field of production, demonstrating the capacity to interpret and evaluate it in the light of their academic study.

Comparative Literature Alignment Matrix				
Core Capability Learning Outcome	Independent, creative thinkers	Engaged, lifelong learners	Responsible actors and empowered leaders	Adaptable communicators with a global perspective
Critical Reading	The skill of critically parsing texts is required for independent analysis and thought.	Critical reading is an important pathway to ongoing learning.		The ability to read attentively leads to a wider understanding of the beliefs and thoughts of other cultures.
Writing	Writing is an activity that nourishes and spurs critical thinking.	Creative and critical writing make it possible for us to engage with the ideas of others over the course of a lifetime.		Writing is an indispensable means of communication; doing it well means being able to adapt one's message to make it clear to others.
Languages and Linguistics	A comparative understanding of literary writing in different languages and cultures fosters creativity in English.	Studying literary works from other languages and cultures stimulates reflection about one's own.		A facility for cultural and linguistic translation enhances global perspectives and communication.
Professional Production and Publication	Learning about professional aspects of writing and translation is an important		Individuals can more effectively illustrate and act upon ethical ideas when familiar with the	

	complement to creative thought.		means of their dissemination.	
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### Learning outcomes: Creative Writing Major

1. Students will demonstrate knowledge of the history of literary forms, and of the techniques involved in the creation of contemporary literary works and works from earlier periods, across several genres and in more than one culture.
2. Students will analyze literary works, reflect on their qualities, and show awareness of appropriate methods in literary criticism.
3. Students will create literary works in one chosen genre which are complete, carefully edited, and which show awareness of the conventions of the genre.
4. Students will demonstrate advanced capacities in their use of the English language as a creative and communicative tool, and basic capacities in their understanding of the relation between English and French, and show awareness of the challenges involved in translation.

Creative Writing Alignment Matrix				
Core Capability / learning outcome	Independent, creative thinkers	Engaged, lifelong learners	Responsible actors and empowered leaders	Adaptable communicators with a global perspective
Students will demonstrate knowledge of the history of literary forms, and of the techniques involved in the creation of contemporary literary works and works from earlier periods, across several genres and in more than one culture.	Familiarity with a history of forms provides creative writers with a sense of which kind might be most suitable for their own ideas.	Obtaining a basic familiarity of literary history is foundational for future readings.		The craft of creative writing develops greater precision of expression in prose.
Students will analyze literary works, reflect on their qualities, and show awareness of appropriate methods in literary criticism	The skill of critically parsing texts is required for independent analysis and thought.	Reading analytically is an important pathway to ongoing learning.	Studying fiction stimulates and fosters empathy, a quality that contributes toward responsible behavior and sensitive leadership.	
Students will create literary works in one chosen genre which are complete, carefully edited, and which show awareness of the conventions of the genre	A mastery of form and understanding of its restrictions can be creatively generative.	Improving one's craft is not a project that ends with graduation but continues well beyond it.		Creative expression reaches beyond a single language or culture in its communication.
Students will demonstrate advanced capacities in their use of the English language as a creative and communicative	A comparative understanding of literary writing in different languages	Studying literary works from other languages and		Creative expression and translation skills enable a writer to

<p>tool, and basic capacities in their understanding of the relation between English and French, and show awareness of the challenges involved in translation.</p>	<p>and cultures fosters creativity in English.</p>	<p>cultures stimulates self-reflection about one's own.</p>		<p>communicate more globally.</p>
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## Department of Economics and Management

### Mission

The mission of the IBA Department is to guide an internationally diverse student body in their pursuit of intellectual, personal and professional development. Faculty members seek excellence in their teaching, objectivity in their scholarly activity, and are sensitive to each student's unique situation. International Business alumni are prepared to assume responsibility in their professional lives, and/or to continue studies at the graduate level.

The mission above has only recently been proposed by the faculty of IBA. It will be our “working” mission until we have an opportunity to get feedback on it from other constituent groups, specifically, students and alumni.

### Learning outcomes: International Business Administration Major

1. Demonstrate critical thinking and the application of core competencies in business decision making
2. Demonstrate an understanding of how firms operate in a global environment.
3. Demonstrate the ability to communicate convincingly based on data and conceptual frameworks, in writing and orally.
4. Work collaboratively to achieve stated organizational goals.
5. Apply a range of conventional and alternative frameworks and models to business decision making.
6. Show evidence of conceptual and strategic thinking put into practice

International Business Administration Alignment Matrix						
Program learning outcome  Institutional learning outcome	Demonstrate critical thinking and the application of core competencies in business decision making	Demonstrate an understanding of how firms operate in a global environment.	Demonstrate the ability to communicate convincingly based on data and conceptual frameworks, in writing and orally.	Work collaboratively to achieve stated organizational goals.	Apply a range of conventional and alternative frameworks and models to business decision making.	Show evidence of conceptual and strategic thinking put into practice
Independent, creative thinkers	Critical thinking and application of core competencies are essential tools for independent, creative thinkers.	Understanding the bigger picture of the global environment begs for independent thinking.	Independent thinking implies communication that is reciprocal.			

Engaged, lifelong learners	Engaged lifelong learners must master core concepts and critical thinking.			The ability to collaborate is an essential skill for engaged lifelong learners.		
Responsible actors and empowered leaders	Responsibility is conditioned by critical thinking.	An understanding of the global environment is an essential skill for a responsible and empowered leader.	Responsible empowered leaders can be effective only if they are excellent communicators.	Responsible empowered leaders can be effective only if they work collaboratively.	Understanding how firms operate in international environments is key to responsible decision making.	The ability to choose and execute strategy is an empowering tool for a responsible community leader.
Adaptable communicators with a global perspective		Understanding the global environment facilitates adaptable global communication.	Excellent communication on a disciplinary level supports overall communication with a global perspective.		Students must understand the international environment in order to communicate with a global perspective.	Strategizing implies the ability to be aware of the bigger picture i.e. a global perspective.

#### Learning outcomes: International Finance Major

1. Demonstrate critical thinking and the application of core competencies in business decision making
2. Demonstrate an understanding of how firms operate in a global environment.
3. Demonstrate the ability to communicate convincingly based on data and conceptual frameworks, in writing and orally.
4. Work collaboratively to achieve stated organizational goals.
5. Understand the economic and financial environment.
6. Demonstrate competencies in the valuation of the firm, investment opportunities, and financial instruments on an international basis.
7. Master the fundamentals of portfolio creation.

International Finance Alignment Matrix							
Program learning outcome	Demonstrate critical thinking and the application of core competencies in business decision making	Demonstrate an understanding of how firms operate in a global environment	Demonstrate the ability to communicate convincingly based on data and conceptual frameworks, in writing and orally.	Work collaboratively to achieve stated organizational goals.	Understand the economic and financial environment	Demonstrate competencies in the valuation of the firm, investment opportunities, and financial instruments on an international basis.	Master the fundamentals of portfolio creation
Independent, creative thinkers	Critical thinking and application of core competencies are essential tools for independent, creative thinkers.	Understanding the bigger picture of the global environment begs for independent thinking.	Independent thinking implies communication that is reciprocal.			Complex case studies require individual analysis and problem solving.	Creation of portfolios prompts students to discover new or original combinations of investments to achieve risk /return goals.
Engaged, lifelong learners	Engaged lifelong learners must master core concepts and critical thinking.			The ability to collaborate is an essential skill for engaged lifelong learners.	Understanding the economic and financial environment is an essential skill for engaged lifelong learners.		Use of global capital markets data is key to coursework completion; students continue following these volatile markets throughout their careers.
Responsible actors and empowered leaders	Responsibility is conditioned by critical thinking	An understanding of the global environment is an essential skill for a	Responsible empowered leaders can be effective only if they are excellent communicators.	Responsible empowered leaders can be effective only if they work	Responsible empowered leaders can be effective only if they understand the economic and financial		

		responsible and empowered leader.		collaboratively.	environment		
Adaptable communicators with a global perspective		Understanding the global environment facilitates adaptable global communication.	Excellent communication on a disciplinary level supports overall communication with a global perspective.			When analysing international projects or evaluating the risk and returns of global assets, students engage in oral and written presentations.	

### Learning outcomes: Entrepreneurship Major

1. Demonstrate critical thinking and the application of core competencies in business decision making
2. Demonstrate an understanding of how firms operate in a global environment.
3. Demonstrate the ability to communicate convincingly based on data and conceptual frameworks, in writing and orally.
4. Work collaboratively to achieve stated organizational goals.
5. Evaluate the role and activities of entrepreneurship in a global setting.
6. Describe innovation strategies and the dynamics of innovation.
7. Develop a business model and a feasibility study.

Entrepreneurship Alignment Matrix							
<b>Program learning outcome</b>  <b>Institutional learning outcome</b>	<b>Demonstrate critical thinking and the application of core competencies in business decision making</b>	<b>Demonstrate an understanding of how firms operate in a global environment</b>	<b>Demonstrate the ability to communicate convincingly based on data and conceptual frameworks, in writing and orally.</b>	<b>Work collaboratively to achieve stated organizational goals.</b>	<b>Evaluate the role and activities of entrepreneurship in a global setting.</b>	<b>Describe innovation strategies and the dynamics of innovation.</b>	<b>Develop a business model and a feasibility study.</b>
Independent, creative thinkers	Critical thinking and application of core	Understanding the bigger picture of the global	Independent thinking implies communication		Those seeking to make the transition	Tackling challenges with innovative solutions	

	competencies are essential tools for independent, creative thinkers.	environment begs for independent thinking.	on that is reciprocal		to self-employment must be independent, creative thinkers.	develops independent creative thinking.	
Engaged, lifelong learners	Engaged lifelong learners must master core concepts and critical thinking.			The ability to collaborate is an essential skill for engaged lifelong learners.		The ability to adapt to change and innovate is fundamental for lifelong learners.	In a world of constant change, entrepreneurs have to be lifelong learners in order to constantly refine or reinvent his/her business model.
Responsible actors and empowered leaders	Responsibility is conditioned by critical thinking.	An understanding of the global environment is an essential skill for a responsible and empowered leader.	Responsible empowered leaders can be effective only if they are excellent communicators.	Responsible empowered leaders can be effective only if they work collaboratively.	Understanding the role and activities of entrepreneurship is important to manage unknown future challenges responsibly.		
Adaptable communicators with a global perspective		Understanding the global environment facilitates adaptable global communication.	Excellent communication on a disciplinary level supports overall communication with a global perspective.				Effectively communicating the business model to a wide spectrum of potential investors is essential in all entrepreneurial projects.

### Learning outcomes: Management Major

1. Demonstrate critical thinking and the application of core competencies in business decision making
2. Demonstrate an understanding of how firms operate in a global environment.
3. Demonstrate the ability to communicate convincingly based on data and conceptual frameworks, in writing and orally.
4. Work collaboratively to achieve stated organizational goals.
5. Develop solutions to complex management problems

Management Alignment Matrix					
Program learning outcome  Institutional learning outcome	Demonstrate critical thinking and the application of core competencies in business decision making	Demonstrate an understanding of how firms operate in a global environment.	Demonstrate the ability to communicate convincingly based on data and conceptual frameworks, in writing and orally.	Work collaboratively to achieve stated organizational goals.	Develop solutions to complex management problems
Independent, creative thinkers	Critical thinking and application of core competencies are essential tools for independent, creative thinkers.	Understanding the bigger picture of the global environment begs for independent thinking.	Independent thinking implies communication that is reciprocal.		Developing solutions to complex problems is requires students to think creatively and independently.
Engaged, lifelong learners	Engaged lifelong learners must master core concepts and critical thinking.			The ability to collaborate is an essential skill for engaged lifelong learners.	
Responsible actors and empowered leaders	Responsibility is conditioned by critical thinking.	An understanding of the global environment is an essential skill for a responsible and empowered leader.	Responsible empowered leaders can be effective only if they are excellent communicators.	Responsible empowered leaders can be effective only if they work collaboratively.	Responsible empowered leaders must develop solutions to complex management problems.
Adaptable communicators with a global perspective		Understanding the global environment facilitates adaptable global communication.	Excellent communication on a disciplinary level supports overall communication		

			with a global perspective.		
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### Learning outcomes: Marketing Major

1. Demonstrate critical thinking and the application of core competencies in business decision making
2. Demonstrate an understanding of how firms operate in a global environment.
3. Demonstrate the ability to communicate convincingly based on data and conceptual frameworks, in writing and orally.
4. Work collaboratively to achieve stated organizational goals.
5. Identify and make recommendations on strategic marketing problems.
6. Analyze and solve marketing problems using qualitative and quantitative methods.
7. Apply a critical approach towards key marketing topics and understand how it affects business and society.

Marketing Alignment Matrix							
Program learning outcome	Demonstrate critical thinking and the application of core competencies in business decision making	Demonstrate an understanding of how firms operate in a global environment	Demonstrate the ability to communicate convincingly based on data and conceptual frameworks, in writing and orally	Work collaboratively to achieve stated organizational goals	Identify and make recommendations on strategic marketing problems	Analyze and solve marketing problems using qualitative and quantitative methods.	Apply a critical approach towards key marketing topics and understand how it affects business and society
Independent, creative thinkers	Critical thinking and application of core competencies are essential tools for independent, creative thinkers.	Understanding the bigger picture of the global environment begs for independent thinking.	Independent thinking implies communication that is reciprocal.			Market research, research methods and data analysis are introduced, covered or reviewed, requiring independent, creative thinking.	Critical approaches are considered in addition to conventional marketing practices, to develop and consider alternative strategies.
Engaged, lifelong learners	Engaged lifelong learners must master core			The ability to collaborate is an	Conventional and alternative strategies		

	concepts and critical thinking.			essential skill for engaged lifelong learners .	are introduced and assessed through case studies and in-class projects which develop lifelong learning skills.		
Responsible actors and empowered leaders	Responsibility is conditioned by critical thinking.	An understanding of the global environment is an essential skill for a responsible and empowered leader.	Responsible empowered leaders can be effective only if they are excellent communicators.	Responsible empowered leaders can be effective only if they work collaboratively.			Critical management studies are introduced to students to not only encourage responsible professional behavior, but responsible consumer behavior as well.
Adaptable communicators with a global perspective		Understanding the global environment facilitates adaptable global communication.	Excellent communication on a disciplinary level supports overall communication with a global perspective.		Making effective strategic marketing recommendations requires adaptable and targeted communication.		

#### Learning outcomes: Economics Major

1. Knowledge of existing standard economic theory, as well as criticism of and alternatives to the theory
2. Effective use of verbal, written, and graphical skills, as well as technology, mathematics, and statistics in order to understand, analyze, synthesize, and communicate economic information



3. The ability to apply economic theory, using the skills described in LO#2, to analyze practical situations and economic policies
4. Autonomously develop methods for managing knowledge, useful for professional development and to undertake education at a higher level.

Economics Alignment Matrix				
Institutional learning outcome / Program learning outcome	Knowledge of existing standard economic theory	verbal, written, and graphical skills	to apply economic theory	Autonomously develop methods for managing knowledge
Critical Reading	Knowledge of micro and macroeconomic theories constitutes a source of critical thinking.	Verbal and written skills acquired in economics empowers individuals.	Skills and tools acquired by effective use of economic applications foster creative thinking.	
Writing	Social and ethical responsibility is driven by knowledge about the economic reality and laws and consequences of individual and collective choices	Effective verbal and written skills along with knowledge about the impact of technology on the society and economy are necessary for lifelong engagement and learning	Skills and knowledge of practical and real-world situations constitutes an important lever for social engagement.	
Languages and Linguistics	Understanding and knowledge of economic theory and laws are of paramount importance to educating responsible leaders and social actors.	Effective verbal and written skills are expected from leaders and help them enhance their social outreach and impact.	As responsible citizens and actors, social leaders must master the theoretical and empirical underpinnings of economic theory and policy making.	

#### Learning outcomes: Master's in International Management

1. Demonstrate an ability to apply management know-how in practical business situations as evidenced through cross-course projects.
2. Offer a broad base of management and business knowledge, effectively deploying concepts, frameworks and critical approaches perceptively and with thoughtfulness.
3. Demonstrate skills the ability to conduct methodological research while engaging in interdisciplinary analysis, drawing upon a wide variety empirical and theoretical sources, analytical frameworks, and sub-disciplines within management studies.
4. Be able to communicate effectively and convincingly on a factual and conceptual basis, in writing and orally.
5. Show a high level of professional reliability, with an ability to work under self-direction and in teams, with a high-level personal development competency.

#### Master's in International Management Alignment Matrix

<p><b>Program learning outcome</b></p> <p><b>Institutional learning outcome</b></p>	<p><b>Demonstrate an ability to apply management know-how in practical business situations as evidenced through cross-course projects.</b></p>	<p><b>Offer a variety of management solutions to complex problems, effectively deploying concepts, frameworks and critical approaches perceptively and with thoughtfulness.</b></p>	<p><b>Demonstrate skills in interdisciplinary analysis, drawing upon a wide variety empirical and theoretical sources, analytical frameworks, and sub-disciplines within management studies.</b></p>	<p><b>Demonstrate an ability to conduct conventional and critical research into management problems, showing familiarity with a range of data, research sources and appropriate quantitative and qualitative analysis.</b></p>	<p><b>Be able to communicate effectively and convincingly on an empirical and conceptual basis, both in writing and orally.</b></p>	<p><b>Show a high level of professional reliability, with an ability to work under self-direction and in teams, and to display a high-level of personal and professional ethical integrity.</b></p>
<p>Independent, creative thinkers</p>	<p>The MSIM program emphasizes that the application of theoretical considerations requires critical and therefore independent thinking to be adequate.</p>	<p>The MSIM program is designed on such a way that it enables the students to differentiate between simple and complex problem-solving which requires and tests their creative thinking.</p>	<p>The emphasis on interdisciplinary analysis in the MSIM program (i.e. complex problem-solving) recognizes the importance of independent and creative thought.</p>	<p>Critical management research does not allow for a checklist approaches to analysis. The MSIM program stresses that theory testing should be matched with theory generation. Therefore, an independent and creative approach to research is part and parcel of the program.</p>	<p>Methodological, theoretical and conceptual grounding is required in all oral and written communications in the MSIM program, as evidenced in the course policies for thesis and internships, as well as in the course syllabi.</p>	<p>A core value of the MSIM program is creating awareness for organizational and personal societal responsibility which requires independent thinking.</p>
<p>Engaged, lifelong learners</p>	<p>The days that an acquired set of theories, concepts, and matching skills were adequate for a lifelong professional career are long past.</p> <p>The MSIM program</p>	<p>The MSIM program structure includes experiential learning as both a pedagogical method and a form of assessment. This is evident in the cross-course projects each semester.</p>	<p>The methodological training students receive in the MSIM program are the precursors to intellectual curiosity, offering approaches and frameworks for lifelong learning.</p>			<p>The MSIM program puts personal and professional responsibility in the foreground, with its focus on sustainability and mission-based management.</p>

	therefore adapts its offering continuously to the emerging learning needs of their students.					
Responsible actors and empowered leaders		The MSIM program is designed to educate students to differentiate between simple and complex problem-solving which requires and tests their responsibilities as global actors and leaders.		Approaches in critical management studies, a specific emphasis of the MSIM program, offer students the intellectual tools of critical inquiry to become responsible actors and empowered leaders.	The MSIM program stimulates students to argue for one's position based on empirical evidence framed by grounded theory, instead of presenting a unresearched assumptions or unsupported subjective opinions. Therefore, methodological and conceptual grounding in oral and written communication is stressed.	The MSIM program is based on both conventional and critical approaches to management. Ethics and professional integrity are at the core of the program curriculum and learning culture.
Adaptable communicators with a global perspective	The MSIM program is offered in a global context offering the courses to an international diverse cohort of students. Therefore, case studies, course-related projects, and in the final thesis or internship report show a global		The MSIM program offers an education in grounded theory adaptable to any number of approaches and to communicate complex information in a multiplicity of global contexts.		Through project-based learning and live-client projects, MSIM students learn to communicate to a targeted audience with sensitivity, clarity and empirically-based argumentation.	

	diversity of work.					
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## Department of Computer Sciences Mathematics and Environmental Sciences

### Mission

Cherishing the ideals of the liberal arts, the Department of Computer Science, Mathematics and Science aims for a contextualized and active learning approach. The Department emphasizes interdisciplinary education and research, and maintains close ties with other departments within the University as well as with research centers, universities, and industry in Europe and all over the world.

The Department of Computer Science, Mathematics and Science aspires to enhance the general education of AUP students by providing them with skills for quantitative and abstract reasoning, comprehension, analysis, and integration of knowledge, and to formulate and efficiently solve problems. We aim at making our students successful lifelong learners independently of their field of study.

The Department offers a major in Information and Communication Technology (ICT), and our mission is to prepare students who are capable of applying computational and quantitative methodologies to a wide variety of subject areas, who can communicate their knowledge efficiently, and who can work and study in interdisciplinary teams. We aim to enable students to understand the theoretical underpinnings of the field of computing and

software development, and to prepare them to work and continue to learn in a field in which radical change is the normal condition.”

This is the last revision of our mission statement which is aligned to the AUP mission. Especially, our Department nourishes the University mission statement in that it aspires to excellence by providing a unique approach to teaching information technologies, mathematics and science. We look at the mission statement as a living document, always ready to act proactively in ways to accommodate an ever changing social and scientific environment.

### Learning outcomes: Computer Sciences Major

1. Knowledge: Students understand the theory, practices, and tools for the specification, design, implementation, and evaluation of digital systems.
2. Application: Students will be able to apply the knowledge involved in creating and deploying digital devices to solve practical problems demonstrating a clear comprehension of the trade-offs involved in choices made throughout the lifetime of the system.
3. Communication and ethical practices: Students will be able to communicate with various stakeholders about technical problems and their solutions. They will be able to analyse the ethical implications of system design.

Computer Science Alignment Matrix			
Core Capabilities/  Program learning outcome	Knowledge	Application	Communication and ethical practices

Independent, creative thinkers	Knowledge of digital systems is necessary for independent, critical thinking because the analysis of today's problems and their solutions involve digital systems.	Problem solving is a creative process	Communicating on different levels of abstraction is a crucial skill when solving problems which concern people from different backgrounds (educational, cultural.. )
Engaged, lifelong learners	Digital tools are perhaps the most frequently used for lifelong learning	Programming is a lifelong learning process and will allow AUP graduates to engage by programming	
Responsible actors and empowered leaders			Ethical and communication skills will make for more responsible actors and empowered leaders
Adaptable communicators with a global perspective			Programming languages are universal and understood all around the world. Thus, using these languages and their supporting tools will allow students to communicate globally.

#### Learning outcomes: Quantitative Environmental Sciences Major

1. Develop a strong background in quantitative sciences.
2. Gain a working knowledge of at least 3 environmental disciplines.
3. Students will be able to communicate their ideas and support their opinions with appropriate vocabulary and quantitative reasoning.
4. Students will be proficient in using quantitative and computational techniques and methods to address environmental problems.

Quantitative Environmental Sciences Alignment Matrix				
<b>Institutional learning outcome / Program learning outcome</b>	Develop a strong background...	Gain a working knowledge....	Students will be able to communicate their ideas and support their opinions with appropriate vocabulary and quantitative reasoning	Students will be proficient in using quantitative and computational techniques and methods to address environmental problems.
Independent, creative thinkers	Quantitative reasoning is a very powerful analytical tool.		A creative thinker will surely benefit from combining, and properly distinguishing, quantitative and	

			qualitative approaches to problem solving.	
Engaged, lifelong learners	Quantitative reasoning is a powerful learning tool as well.	A working knowledge of one or more environmental disciplines facilitates further learning of related fields and fields with similar epistemologies.	Similarly, the learning process benefits from combining, and properly distinguishing, quantitative and qualitative approaches.	
Responsible actors and empowered leaders		We live in times of unprecedented global environmental challenges. Engaged actors and leaders must be aware of them.	The solution or amelioration of the global environmental challenges of today will	In today's world an understanding of the risks associated with current environmental issues is essential to engaged actors and leaders.
Adaptable communicators with a global perspective		Today's major environmental challenges, biodiversity, pollution, climate, are all global in nature.		

#### Learning outcomes: Environmental Studies

1. Students will demonstrate a general understanding of the physical processes that drive global ecologies along with in-depth knowledge of specific ecosystems and case studies.
2. Students will analyze the historical emergence of global environmental issues from the physical, political, economic and social perspective.
3. Students will analyze the political, social and ethical implications of emerging global environmental issues.
4. Students will demonstrate effective academic writing and oral presentation skills.

Environmental Studies Alignment Matrix				
Institutional learning outcome / Program learning outcome	...general understanding of the physical processes...	...historical emergence of global environmental issues...	...analyse the political, social and ethical implications...	Students will demonstrate effective academic writing and oral presentation skills.
Independent, creative thinkers	An informed physical understanding of environmental processes can be a powerful tool to creative problem solving.	Understanding the historical emergence of global environmental issues from a variety of perspectives will facilitate the development of creative holistic problem solving.		

Engaged, lifelong learners			The analysis of global issues from a variety of perspectives is a pathway to engaged learning.	
Responsible actors and empowered leaders		Understanding the historical emergence of global environmental issues from a variety of perspectives allows actors and leaders to be aware of stakeholder needs and rights and must inform responsible decisions.	Understanding the political, social and ethical implications of environmental issues allows actors and leaders to be aware of stakeholder needs and rights and must inform ethical decisions.	
Adaptable communicators with a global perspective				This major LO was drafted specifically to align with this institutional LO. Both LOs focus on written and oral Communication skills.

#### Learning outcomes: Mathematics and Computer Science Major

1. Students will develop a strong background in the mathematical sciences, will be able to model and solve both abstract and real-world problems, and will acquire proficiency in the analysis of data.
2. Students will be able to deploy appropriate theory, practices and tools for the specification, design, implementation, and evaluation of digital systems.
3. Students will be able to analyze the whole process involved in creating and deploying digital devices to solve practical problems demonstrating a clear comprehension of the trade-offs involved in choices made throughout the lifetime of the system.
4. Students will be familiar with the connections between mathematics and computer science and will be able to use techniques and tools from both disciplines to solve problems, improve solutions, or analyze their effectiveness, in various disciplines.
5. Students will be able to work in teams and to clearly communicate results in writing and verbally, considering ethical imperatives and trade-offs.



## Mathematics and Computer Science Alignment Matrix

Core Capabilities / Program learning outcome	background in mathematical sciences	theory, practice and tools of CS	implementati on of digital solutions	Connections between CS & Mathematics	...work in teams and Communicate
Independent, creative thinkers	A strong basis in mathematical sciences allows students to independently assess quantitative information and to find creative solutions to problems posed quantitatively or algorithmically	Knowledge of digital systems is necessary for independent, critical thinking because the analysis of today's problems and their solutions involve digital systems.	Problem solving is a creative process	Interdisciplinary implementation of Math & CS allows students to create computational solutions to problems of a quantitative or algorithmic nature.	Working effectively in a team gives students to blend their ideas with those of others towards creative solutions to problems of quantitatively, algorithmically, or computationally
Engaged, lifelong learners	A strong basis in mathematical sciences gives students skills which may be applied to any discipline requiring critical thinking, quantitative and computational approaches	Digital tools are perhaps the most frequently used for lifelong learning	Programming is a lifelong learning process and will allow AUP graduates to engage by programming	Interdisciplinary implementation of Math & CS gives students skills which may be applied in any discipline requiring critical thinking, quantitative and computational approaches	Teamwork and communication skills are of critical importance in learning to work with others, both in academic and professional environments.
Responsible actors and empowered leaders					Being able to manage effective teamwork, along with excellent communication skills, will enable students to become excellent leaders; consideration of ethical imperatives and trade-offs makes
Adaptable communicators with a global perspective					Clear communication, orally and in writing, while taking ethical considerations into account, will enable students to be adaptable communicators in many contexts.

## GLACC

### Integrative Inquiry for the Global Explorer

1. **Local and Global Perspectives:** You will enhance your intercultural understanding of languages, cultures and the histories of local societies, and the global issues to which these relate.
2. **Aesthetic Inquiry and Creative Expression:** You will engage with artistic or creative objects (e.g. visual art, theatrical works, film) in different media and from a range of cultural traditions.
3. **Exploring and Engaging Difference:** You will think critically about cultural and social difference. You will identify and understand power structures that determine hierarchies and inequalities relating to race, ethnicity, gender, nationhood, religion or class.
4. **Civic and Ethical Engagement:** You will demonstrate awareness of ethical considerations relating to specific societal problems, values or practices (whether historical or contemporary, global or local) and learn to articulate possible solutions to prominent challenges facing societies and institutions today so as to become an engaged actor across various levels of our interconnected world.

Integrative Inquiry Alignment Matrix				
Core Capability / Learning Outcome	Local and Global Perspectives	Aesthetic Inquiry and Creative Expression	Exploring and Engaging Difference	Civic and Ethical Engagement
Independent, creative thinkers	Cognitive, intellectual, and political independence as freedom from one's one cultural, societal, and national background.	By engaging with artistic or creative objects in different media and from a range of cultural traditions, this LO contributed directly to this Core Capability.		
Engaged, lifelong learners			Self-awareness, in terms of societal hierarchies and privilege, can be a driver of self-reflection and continued learning.	By building awareness of ethical considerations relating to specific societal problems, values and practices, this LO contributed directly to this Core Capability.
Responsible actors and empowered leaders			By thinking critically about cultural and social difference and understanding power structures that determine hierarchies and inequalities, students can acquire social responsibility and are empowered to bring about change.	Civic and ethical responsibility is begins with awareness and understanding of the most pressing issues. Moreover, awareness and understanding is necessary for driving change.

Adaptable communicators with a global perspective	By fostering intercultural understanding of languages, and cultures, this LO contributes directly to this Core Capability.	Creative expression can be, and often is, a very effective communication tools where other methods fail.		
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### FirstBridge

1. Information Literacy: Students will comprehend how information is produced and valued in order to discover, evaluate, use, and create information and knowledge effectively and ethically. (In FirstBridge, students will demonstrate the conversational nature of scholarship, and recognize their potential role and responsibilities as contributors to that conversation. For each discipline taught in FirstBridge, students will identify reference works, journals, databases and/or major works in history, in order to start effective research in the field.)
2. Life at University: Students will acquire the study skills, time management, and interpersonal skills needed to meet the demands of university-level academic work at a Liberal Arts College individually or as a team. Students will value the multiple meanings of place through experiential learning at AUP and beyond in the Parisian or global context.

FirstBridge Alignment Matrix		
Core Capability / Learning Outcome	Information Literacy	Life at University
Independent, creative thinkers	Improved information literacy skills provide a rich understanding of context, the ability to approach a problem from multiple perspectives, and the background to creatively engage in problem solving through data driven analysis	The value of our diverse learning communities in which students collaborate with classmates to be both the sources and creators of knowledge allows them to accomplish more collectively than they would individually.
Engaged, lifelong learners	This LO Speaks <b>directly</b> to this CC. Continued learning, the process of discovery, evaluation, and analysis of information available to the public through any platform, must be directed by the ability to evaluate and discern sources.	The skills that a student will acquire in their university life, interpersonal, time-management, etc., will undoubtedly be useful in post-graduation learning.
Responsible actors and empowered leaders	In deploying the ethical approaches to the appropriate use and creation of information, students to take ownership of their part in this process.	Actors and leaders have to be able to manage personal resources beginning with personal effort and time. Task management is an empowering skill.
Adaptable communicators with a global perspective	Students are taught to find, analyze, and cite the data that gives substance to their communications.	FirstBridge focuses on improving written and oral communication skills and learning what a global audience might constitute.

## Experiential Learning

1. Real-World Understanding of Complexities: Students will enhance their understanding of the complexities and challenges of real-world concerns and their creative capacity to address them.
2. Self-Assessment and Effective Communication: Students will engage in the self-assessment, reflection and analysis of this experience, preparing them for future success, and will be able to articulate this to future educational and professional interlocutors.

Experiential Learning Alignment Matrix		
Core Capability / Learning Outcome	Real-World Understanding of Complexities	Self-Assessment and Effective Communication
Independent, creative thinkers	Tomorrow's response to today's challenges must be rooted in real-world potentials.	
Engaged, lifelong learners	Social and ethical engagement begins with the understanding of real complexities.	
Responsible actors and empowered leaders	Empowered leaders must have an understanding of real-world societal, political, cultural, and human complexities.	
Adaptable communicators with a global perspective		This LO speaks directly to the Core Capability as adaptable communicators must be effective to start with.

## Investigation, Interpretation, and Writing

1. Will be able to formulate coherent, independent, well-informed critical arguments, and present and defend them orally and in writing, both under time pressure and with research content.
2. Will improve their reading through the consolidation and development of critical reading skills while analyzing stylistic and generic differences.
3. Will learn to use a variety of resources to conduct research and present their findings through writing while respecting the principle of academic integrity.

Investigating, Interpretation, and Writing Alignment Matrix			
Institutional learning outcome / Program learning outcome (from matrix above)	Will be able to formulate coherent, independent, well-informed critical arguments, and present and defend them orally	Will improve their reading through the consolidation and development of critical	Will learn to use a variety of resources to conduct research and present their findings

<b>Our students will:</b>	<b>and in writing, both under time pressure and with research content.</b>	<b>reading skills while analyzing stylistic and generic differences.</b>	<b>through writing while respecting the principle of academic integrity.</b>
Independent, creative thinkers	Being able to distinguish between historical, geographical, and generic contexts enables nuanced and independent thought.	The skill of critically parsing texts is required for independent analysis and thought.	Writing is an activity that nourishes and spurs critical thinking.
Engaged, lifelong learners		Critical reading is an important pathway to ongoing learning.	Creative and critical writing make it possible for us to engage with the ideas of others over the course of a lifetime.
Responsible actors and empowered leaders	Sensitivity to contextual distinctions heightens awareness of cultural and linguistic diversity.		
Adaptable communicators with a global perspective		The ability to read attentively leads to a wider understanding of the beliefs and thoughts of other cultures.	Writing is an indispensable means of communication; doing it well means being able to adapt one's message to make it clear to others.

#### Digital Literacy and Communication.

1. Be able to write and publish digitally and analyze and produce audiovisual content in order to communicate
2. Learn about privacy, security and data preservation issues
1. Be able to interpret, report and synthesize data and present it in various formats visually.

Digital Literacy Alignment Matrix			
<b>Core Capabilities/Learning Outcomes</b>	LO1: Be able to write and publish digitally and analyze and produce audiovisual content in order to communicate	LO2 : Learn about privacy, security and data preservation issues	LO3 : Be able to interpret, report and synthesize data and present it in various formats visually.
Independent, creative thinkers			The interpretation of data is a creative process.

Engaged, lifelong learners			The synthesis and interpretation of data a form of independent learning.
Responsible actors and empowered leaders		Awareness of privacy, security, and data preservation issues are distinguishing features of a responsible actor and leader.	
Adaptable communicators with a global perspective	This aspect of Digital Literacy is explicitly contained in this Core Capability.		Presenting data and reporting results in a visual format is a powerful medium of communication.

### Disciplinary Research Methods and Writing

1. Students will be able to engage in the writing practices and culture of their chosen major, adding to the skills they acquired in their Inquiry, Interpretation and Culture classes to develop a personal, authentic disciplinary voice.

Disciplinary Research Methods and Writing Alignment Matrix	
<b>Core Capabilities/Learning Outcomes</b>	Students will be able to engage in the writing practices and culture of their chosen major, adding to the skills they acquired in their Inquiry, Interpretation and Culture classes to develop a personal, authentic disciplinary voice.
Independent, creative thinkers	
Engaged, lifelong learners	This LO is specifically drafted to develop independent learning and analysis tools.
Responsible actors and empowered leaders	
Adaptable communicators with a global perspective	This LO is specifically drafted to support our graduates to communicate effectively within the precepts of their discipline.

### Learning outcomes: GLACC Expression Française

1. You will be able to interact meaningfully with French speakers and acquire a foundation to conduct your everyday personal and professional life in a francophone context.
2. You will develop an appreciation for French and francophone cultures and be aware of the scope of cultural differences in your new environment, with the ability to recognize when such differences require negotiation.

GLACC Expression Française Alignment Matrix		
<b>Institutional learning outcome / Program learning</b>	<b>LO 1</b>	<b>LO 2</b>

<b>outcome (from matrix above)</b> <b>Our students will:</b>	<b>Interact meaningfully with French speakers</b>	<b>Develop an appreciation for French and francophone cultures</b>
Independent, creative thinkers		The ability to think creatively, or outside-the-box of our own cultural constraints, is cultivated by the study of different cultures.
Engaged, lifelong learners	In order to engage with someone, it helps to share a common language.	Engagement with and learning of another people and their culture builds on an appreciation and understanding of that culture.
Responsible actors and empowered leaders		
Adaptable communicators with a global perspective	An adaptable communicator must be able to interact meaningfully in a variety of languages.	A global perspective requires appreciation of different cultures.

#### Learning outcomes: Quantitative reasoning

1. Develop a positive approach to mathematics.
2. Appreciate the use of mathematics in modeling the world.
3. Reason with quantitative information – in words, numbers and graphs and charts.
4. Clearly communicate quantitative information in words, in numbers and with graphs.
5. Develop strategies for solving problems.

<b>Quantitative Reasoning Alignment Matrix</b>					
<b>Institutional learning outcome / Program learning outcome (from matrix above)</b>	Develop a positive approach to mathematics	Appreciate the use of mathematics in modeling the world	Reason with quantitative information – in words, numbers and graphs and charts	Clearly communicate quantitative information in words, in numbers and with graphs	Develop strategies for solving problems
Independent, creative thinkers		The ability to represent real-world processes with mathematical models drives creativity.	Facility with graphs, charts, and numbers is a boost to creative problem solving.		Solving problems is an asset to creative thought process.
Engaged, lifelong learners	A positive approach to any form of epistemology is a driver to learning.		Quantitative reasoning drives continuous learning.		

Responsible actors and empowered leaders		The ability to use mathematical models is an empowering skill.			Empowered leaders must be able to solve problems.
Adaptable communicators with a global perspective				Graphs, charts, and quantitative data are powerful communication tools.	

### Learning outcomes: Experimental Reasoning

1. Students will demonstrate knowledge of core concepts in a scientific field.
2. Students will be able to interpret scientific data from a variety of sources.
3. Students will be able to apply the scientific method to solve problems.
4. Students will be able to demonstrate written and oral presentation skills to communicate scientific knowledge.

Experimental Reasoning Alignment Matrix				
Institutional learning outcome / Program learning outcome	Students will demonstrate knowledge of core concepts in a scientific field	Students will be able to interpret scientific data from a variety of sources	Students will be able to apply the scientific method to solve problems	Students will be able to demonstrate written and oral presentation skills to communicate scientific knowledge
Independent, creative thinkers	Creative thought, action, and leadership, must be informed by knowledge.		Developing tools that allows for problem solving is a form of creative thinking.	
Engaged, lifelong learners		Learning starts with the ability to understand and interpret observations of the world.		
Responsible actors and empowered leaders			The ability to solve problems (with a correct and systematic application of the scientific method) is greatly empowering.	Effective written and oral communication skill are significantly empowering.
Adaptable communicators with a global perspective				Written and oral presentation skills are the primary communication tool.



## Capstone

1. Students will apply knowledge and skills acquired through both the core curriculum and their major requirements to a disciplinary or interdisciplinary, cumulative, or project-based experience to express their growth and the totality of their learning while at AUP.
2. Students will engage in the self-assessment, reflection and analysis of this process that prepares them for future success and be able to articulate this to future educational and professional interlocutors.

Capstone Alignment Matrix		
<b>Core Capabilities/Learning Outcomes</b>	Students will apply knowledge and skills acquired through both the core curriculum and their major requirements to a disciplinary or interdisciplinary, cumulative, or project-based experience to express their growth and the totality of their learning while at AUP.	Students will engage in the self-assessment, reflection and analysis of this process that prepares them for future success and be able to articulate this to future educational and professional interlocutors.
Independent, creative thinkers	Creative thinking and problem solving starts with an solid foundation of expertise in a single field and requires the ability to apply acquired knowledge to novel problems.	To the extent that self-reflection builds on- and enhances self-knowledge, it will also foster intellectual independence and, consequently, innovative thinking.
Engaged, lifelong learners		Self-assessment and self-reflection drives understanding and generates an fertile environment for learning.
Responsible actors and empowered leaders		
Adaptable communicators with a global perspective		The capacity to articulate the insights of careful self-reflection to others, particularly to other from different cultural and professional backgrounds, is the mark of an effective communicator.

## Self-Designed Major

### Mission

You may be a particularly motivated student who wishes to define your own interdisciplinary course of study at AUP in a form unavailable in the traditional disciplines. If you have a clear vision of your objectives and are prepared to add the extra work, you may, under the supervision of two AUP faculty members from two separate departments, submit a proposal for a Self- Designed Major. The proposal will be considered by the Curriculum Committee. Only a few proposals are accepted each year so you should also have a traditional major in mind as an alternative.

### Learning outcomes: Self-Designed Major

Drafting meaningful learning outcomes, which are aligned with the Core Capabilities of the University, is one of the tasks of the petitioning student. In general, the suggested learning outcomes should reflect the intellectual growth of the student and include skills that allow for a continued acquiring, cultivation and transmission of skills well beyond the undergraduate university experience. Below is an example of possible learning outcomes.

1. Knowledge acquisition. Students will develop competency in the fields relevant to their work (investigation, reflection, or creative process).
2. Methods (research or practice). Students will develop the skills necessary to further develop their topic or portfolio with a view to applying these skills to other aspects of their career.
3. Self-Reflexivity: Students will demonstrate a critical awareness of the intercultural and/or ethical considerations of how knowledge is constructed in their field.
4. Communication. Students will become effective communicators. They will be able to transfer their acquired knowledge to others both within and outside of their field of study.

Self-Design Major Alignment Matrix				
Core Capability / Program learning outcome	Knowledge acquisition	Methods	Self-Reflexivity	Communication
Independent, creative thinkers	A solid basis of expertise in more than one field helps generate creative solutions to 21 <sup>st</sup> century challenges.	Mastery of research methods supports intellectual independence.		
Engaged, lifelong learners		Once research methodologies are mastered in one field they can be applied to others as well.	Field specific epistemological awareness drives continuous learning.	

Responsible actors and empowered leaders	Responsible actors must base their decisions and strategies in gained expertise.		Critical self – awareness is the basis for an engaged social stance.	Cross-cultural eloquence is a powerful skill for 21 <sup>st</sup> century global leaders.
Adaptable communicators with a global perspective				These two Learning goals coincide.

## Research centers

### Center for Critical Democracy Studies

#### Mission

The Center for Critical Democracy Studies promotes the practice, study and life of democracy both within and beyond the University. The Center builds on AUP's mission to educate global citizens by exploring fundamental and practical questions of emancipatory political life through talks, conferences and lectures with international guests; sponsorship of courses and events across campus; and its publication of The Tocqueville Review/La Revue Tocqueville.

#### Objectives

1. Promote the practice, study and life of democracy both within and beyond the University.
2. Explore fundamental and practical questions of emancipatory political life through talks, conferences and lectures.
3. To foster outreach and communication on current political issues through various platforms.

<b>UNIT ALIGNMENT MATRIX</b> <i>(INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)</i>			
<b>Institutional objectives / unit objectives (from matrix above)</b>	Democratic Practice	Intellectual Exploration	Outreach
Priority 1: Building a Learning Community of Global Explorers.	Engaging with students outside the classroom on current political issues contributed to building a sense of community		
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	Several of the activities supported by the CCDS are directly included in some of the course offerings	The center contributes directly to curriculum building	
Priority 3: Designing a Campus for a Global Community.			
Priority 4: Communicating AUP's Global Reach.	Partnerships with other French and international institutions are a	The publications of the CCDS contribute directly to the Institutions brand.	The events held under the aegis of the CCDS contribute directly to the

	measure of AUP's global reach.		Institutions global brand.
Priority 5: Achieving Institutional Sustainability.	Global partnerships contribute to AUP's sustainability by increasing our student enrollment potential		
ILO 1: Independent, creative thinkers <sup>5</sup>		Intellectual exploration, regardless of the subject, is the bedrock of independent thinking.	
ILO 2: Engaged, lifelong learners <sup>6</sup>	Lifelong learners continue their self-education also by engaging their peers.		
ILO 3: Responsible actors and empowered leaders <sup>7</sup>	The fundamental tenants of democracy should be well understood by our leaders and all actors.		
ILO 4: Adaptable communicators with a global perspective <sup>8</sup>		Students develop their written communication skills by contributing to CCDS publications	

<sup>5</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>6</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

<sup>7</sup> ***ILO 3: Responsible actors and empowered leaders***

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>8</sup> ***ILO 4: Adaptable communicators with a global perspective***

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.

## Center for writes and translators

### Mission

The Center for Writers & Translators has as its mission the promotion of literary activity, especially where that relates to the practice of translation – translation taken in its broadest sense. The Center galvanizes the already active literary culture at AUP: through talks and lectures with international guests; through sponsorship of literary events across campus; and through its publication of the Cahiers Series. Its further long-term objectives are a) to enhance the reputation of AUP through its Cahiers Series and b) to foster a culture of Creative Writing at AUP.

### Objectives

- To galvanize the already active literary culture at AUP: through talks and lectures with international guests.
- To enhance the reputation of AUP through its Cahiers Series and other affiliated publication projects and other affiliated publication projects
- To foster a culture of Creative Writing at AUP.

<b>UNIT ALIGNMENT MATRIX</b> (INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)			
<b>Institutional objectives / unit objectives (from matrix above)</b>	To galvanize literary culture	Enhance the reputation of AUP	Foster a culture of Creative Writing
Priority 1: Building a Learning Community of Global Explorers.	A culture of literary collaboration, exchange, and production contributes to community building		X
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	The Literary component of the GLACC is clearly linked here.	X	
Priority 3: Designing a Campus for a Global Community.			X
Priority 4: Communicating AUP's Global Reach.		Reputation is one pathway to global reach	
Priority 5: Achieving Institutional Sustainability.			

ILO 1: Independent, creative thinkers <sup>9</sup>	X		
ILO 2: Engaged, lifelong learners <sup>10</sup>			x
ILO 3: Responsible actors and empowered leaders <sup>11</sup>	X	x	
ILO 4: Adaptable communicators with a global perspective <sup>12</sup>	X		X

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<sup>9</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>10</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

<sup>11</sup> ***ILO 3: Responsible actors and empowered leaders***

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>12</sup> ***ILO 4: Adaptable communicators with a global perspective***

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.

## Schaeffer Center for the Study of Genocide, Human Rights and Conflict Prevention

### Mission

The George and Irina Schaeffer Center for the Study of Genocide, Human Rights and Conflict Prevention promotes innovative research, curricula and pedagogies leading to the deeper understanding of the causes and consequences of genocide and mass violence.

### Objectives

1. To promote innovative research into the causes and consequences of genocide and mass violence.
2. To foster curricular development, and innovative pedagogies, centered around the causes and consequences of genocide and mass violence.
3. To promote dissemination of research results, conduct outreach activities, and public education on the causes and consequences of genocide and mass violence.

<b>UNIT ALIGNMENT MATRIX</b> <i>(INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)</i>			
<b>Institutional pillars / unit objectives (from matrix above)</b>	To promote innovative research into the causes and consequences of genocide and mass violence.	To foster curricular development, and innovative pedagogies, centered around the causes and consequences of genocide and mass violence.	To promote dissemination of research results, conduct outreach activities, and public education on the causes and consequences of genocide and mass violence.
Priority 1: Building a Learning Community of Global Explorers.		The particular focus of curricular development fostered by the center promotes mutual understanding, respect, and shared values.	Knowledge of our shared history creates and fosters a sense of community and belonging.
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	For many faculty in this field, research results feed directly into their curricular development.	This objective is explicitly related to curricular development and pedagogical innovation.	
Priority 3: Designing a Campus for a Global Community.			
Priority 4: Communicating AUP's Global Reach.	Scholarly productivity is one of paths to AUP's brand building.		This objective is explicitly related to outreach activities.



Priority 5: Achieving Institutional Sustainability.	The Center supports faculty and student research. Research that would otherwise have to be supported by other internal revenue.		
ILO 1: Independent, creative thinkers <sup>13</sup>			
ILO 2: Engaged, lifelong learners <sup>14</sup>		Most students directed activities are based on independent research , the mastery of which distinguished a lifelong learner.	
ILO 3: Responsible actors and empowered leaders <sup>15</sup>			Knowledge of one's own history, including past failings, informs responsible political actions and empowers social leadership.
ILO 4: Adaptable communicators with a global perspective <sup>16</sup>	Students how are funded fellows at eh center have to regularly present their results. Sometimes to internal communities of interested colleagues, other times in outside scholarly event.		

<sup>13</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>14</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

<sup>15</sup> ***ILO 3: Responsible actors and empowered leaders***

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>16</sup> ***ILO 4: Adaptable communicators with a global perspective***

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.

## Joy and Edward Frieman Environmental Science Research Center

### Mission

The Joy and Edward Frieman Environmental Science Centre – named for a former AUP trustee, eminent plasma physicist and pioneering spokesperson for global warming research – takes as its mission cutting-edge research in the environmental sciences, lab- and field-based science pedagogies, and public outreach on current environmental issues. Its faculty members conduct research in the fields of evolutionary biology and climate change impact and collaborate on interdisciplinary projects using state-of-the-art climate chambers. The Centre offers opportunities for students to engage in mentored undergraduate research leading to peer-reviewed publications.

### Objectives

1. To conduct cutting edge research in the fields of evolutionary biology and climate change impact and collaborate on interdisciplinary projects using state-of-the-art climate chambers
2. To offer opportunities for students to engage in mentored undergraduate research leading to peer-reviewed publications.
3. To foster outreach and communication on current environmental issues through various platforms, including presentations and symposia.

<b>UNIT ALIGNMENT MATRIX</b>			
<b>Institutional objectives / unit objectives (from matrix above)</b>	Conduct Research	Student research	Outreach
Priority 1: Building a Learning Community of Global Explorers.		Student research in the lab generally takes the form of collaborative multi-hour activities. Strong bonds and a sense of community are forged.	Student research often leads to publications and outreach beyond the usual scholarly channels.
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	Faculty scholarship informs and enriches all the courses.	Student research contributes to the Experiential Learning component of GLACC as well as enriching CVs with “practical Laboratory experience”	
Priority 3: Designing a			

Campus for a Global Community.			
Priority 4: Communicating AUP's Global Reach.	Faculty research output is one of the principal ways in which the University expands its global footprint.		Apart from scholarly output, the center holds events and conferences. E.g. the biennial Climate Conference
Priority 5: Achieving Institutional Sustainability.			The center sports the environmental movements in the Institution.
ILO 1: Independent, creative thinkers		Arguably, the ability to conduct independent successful scholarship is the ultimate achievement of a creative thinker.	
ILO 2: Engaged, lifelong learners		Research is a path to learning and engagement is a central characteristic of the environmental sciences field	
ILO 3: Responsible actors and empowered leaders			One of the central ethical imperatives of 21 <sup>st</sup> century leaders is to educate oneself on current global human challenges. The outreach activities of the JEF lab endeavor to facilitate this.
ILO 4: Adaptable communicators with a global perspective		Independent research culminates with the communication process, either through publication,	

		in writing, or oral presentation.	
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## Civic Media Lab

### Mission

The mission of The Civic Media Lab is to provide AUP with a collaborative, transcultural medium where AUP students and researchers create civic projects, do research and make digital and visual production. The Lab community serves as a platform for innovative and productive student-faculty collaborations. We encourage long-term projects elaborated in classes and showcased on the website. The different contributions explore the power of digital media and social networks to convey and circulate the civic aspirations of individuals and communities - this often outside of traditional media outlets. We also explore the circulation of hate speech and fake news on the Internet and its increasing presence in the public sphere, impacting public discourse and political decision-making.

### Objectives

1. Conduct interdisciplinary scholarly research within and beyond the university.
2. Support pedagogical initiatives, curricular innovation, and student-faculty collaboration.
3. Conduct creative-research projects in the areas of technology, art, and at their intersection.
4. Support collaborations with civil society actors globally.
5. Connect our work to conversations with policy and advocacy.

<b>UNIT ALIGNMENT MATRIX</b> (INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)					
<b>Institutional objectives / unit objectives (from matrix above)</b>	Conduct interdisciplinary scholarly research within and beyond the university	Support pedagogical initiatives, curricular innovation, and student-faculty collaboration	Conduct creative-research projects in the areas of technology, art, and at their intersection	Support collaborations with civil society actors globally	Connect our work to conversations with policy and advocacy
Priority 1: Building a Learning Community of Global Explorers.	Developing scholarly work with international relevance, through collaborations and presentations with international colleagues and at international conferences.	International and extra-mural pedagogical initiatives (class trips, practicum, etc.) develop awareness and perspective on cultural and political issues outside of the university, and	Develops experimental methods of inquiry and design which combine research and making, taking into account cultural and political contexts.	International and extra-mural collaborations (service learning, ethnographic research, collaborative media-making, participatory design, etc.) develop awareness and	Fosters learning about and participation in legal and human rights issues across global contexts, using or regarding the use of media and new technologies.

	Support of research projects in global sites. Informs faculty teaching and student perspectives.	teach students to think about their role and the role of civic media in these issues. Collaboration on projects that analyze social, political, or cultural issues encourages students to share their separate perspectives and build community.		perspective on cultural and political issues outside of the university, and teach students and researchers to think about their role and the role of civic media in these issues. Collaboration on projects that analyze social, political, or cultural issues encourages students to share their separate perspectives and build community	
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.		Students-faculty collaborations and workshops help develop skills that open several professional pathways in the fields of communications and media.	Further develops practical skills for faculty and teaching in the areas of media-making, digital design, creative, coding, hacking, etc. in a context of ethical and critical thinking.	Builds connections with international civil society organizations as future places of work; helps train students to work in civil society and helps faculty to advise on such career paths.	Builds connections with international advocacy organizations, think tanks, policy-makers, etc. as future places of work; helps train students to work in such spheres helps faculty to advise on such career paths.
Priority 3: Designing a Campus for a					

Global Community.					
Priority 4: Communicatin g AUP's Global Reach.	<p>Developing scholarly work with international relevance, through collaborations and presentations with international colleagues and at international conferences. Publications in international journals and globally available platforms. Raises the statue and awareness of AUP's scholarly work globally.</p>	<p>Hosting of and publicizing conferences, talks, and workshops with globally engaged scholars and civil society actors raises awareness of about AUP's work within these actors' networks.</p>			
Priority 5: Achieving Institutional Sustainability.	<p>Keeps research current, which keeps teaching current. This is especially important in a field focused on emerging technologies.</p>		<p>Fosters creative experimentation by faculty and students around emerging technologies, developing important practical and technical skills, and keeping digital literacy current.</p>		
ILO 1: Independent, creative thinkers <sup>17</sup>	<p>Fosters the development of research projects that</p>	<p>Pedagogical initiatives include a focus on digital</p>	<p>Research and teaching emerging form this area encourages faculty</p>		

<sup>17</sup> ILO 1: Independent, creative thinkers

	help to contribute to teaching research methodologies, particularly across the qualitative-quantitative spectrum, and regarding topics related to emerging technologies, digital literacy, and human futures.	ethics, emerging research methodologies, and the application of critique to digital tools.	and students to challenge assumptions of the ways in which media and technology are made, and to make their own in new ways.		
ILO 2: Engaged, lifelong learners <sup>18</sup>	Fosters the development of many interdisciplinary research projects using qualitative, quantitative, digital, visual, sonic, and textual methodologies, which then inform teaching or which involve student-faculty collaboration and mentorship.	Pedagogical initiatives integrate a range of methodologies into the classes and workshops, including quantitative, digital, visual, sonic, and textual. Interdisciplinary courses are supported which are listed across departments, such as PO, CS, CM, EN, AN, and others.	Develops a critical technical literacy with visual, sonic, textual, digital, hardware, online media-making.		

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>18</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.



ILO 3: Responsible actors and empowered leaders <sup>19</sup>	Research focuses on solutions to contemporary civic engagement problems via digital tools and civic media. This informs teaching and student-faculty collaboration and mentorship.	Pedagogical initiatives all focus on the ethical, political and cultural uses and effects of digital tools and media.	The ability to design practical solutions to contemporary civic engagement problems is an empowering tool for a societal actor.	Faculty and students to apply their knowledge and skills to contemporary global challenges through collaborations with civil society groups, using or regarding media and new/emerging technologies.	Faculty and students to apply their knowledge and skills to contemporary global challenges through policy and advocacy solutions, using or regarding media and new/emerging technologies.
ILO 4: Adaptable communicators with a global perspective <sup>20</sup>	All research is focused on communication technologies and practices, across cultures and global sites. Our “Coexist: Culture and Conflict” research area particularly works on the question of communicating across cultures and religions. This informs teaching and student-faculty collaboration and mentorship.	Some pedagogical initiatives involve ethnographic work in international and local sites, study trips, and a strong focus on cultural studies of technologies and the media(s).	Develops communication tools and media themselves to best serve the communicators’ cultural and political context and creative/intellectual concept.	Faculty and students research and develop communication strategies for and with global civil society groups.	Faculty and students research and develop communication strategies for and with advocacy groups, and regarding policy.

<sup>19</sup> **ILO 3: Responsible actors and empowered leaders**

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>20</sup> **ILO 4: Adaptable communicators with a global perspective**

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.

## Teaching and Learning centre

### Mission

In keeping with AUP's mission to provide a student-centred, career-enabling, and transformative learning experience, the Teaching and Learning Centre (TLC) creates opportunities for faculty members to reflect on and discuss their teaching philosophies and practices. With workshops, conversations, consultations, seminars, and events with international specialists and professors, the TLC supports faculty endeavours to experiment with imaginative ways to engage students in thoughtful learning in and beyond the classroom. The TLC provides a forum for research on learning and teaching, by supporting faculty-student research collaborations, faculty research on issues of pedagogy, and research on the specificities of teaching and studying at AUP.

### Objectives

1. Create opportunities for faculty members to reflect on and discuss their teaching philosophies and practices.
2. Support faculty endeavours to experiment with imaginative ways to engage students in thoughtful learning in and beyond the classroom.
3. Identify appropriate external and internal sources of funding and assist in the drafting of grant proposals.

<i>UNIT ALIGNMENT MATRIX</i>			
<b>Institutional objectives / unit objectives</b>	<b>Opportunities discuss pedagogy</b>	<b>Experiment pedagogy</b>	<b>Grants</b>
Priority 1: Building a Learning Community of Global Explorers.	Discussions about pedagogy at AUP generally focus on the talents and requirements of our Global Explorers.	Classroom pedagogy relies and build on the multicultural character of the typical AUP classroom.	
Priority 2: Creating a Global Liberal Arts Curriculum.	The efficacy of a curriculum in creating career pathways rests on the success of pedagogy employed to deliver it	Experimentation is one of the principal pathways to curricular innovation	Faculty research drives curricular development
Priority 3: Designing a Campus for a Global Community.	Discussion on pedagogical best practice drive	Research and development of pedagogy drives	

	advances in classroom technologies	advances in campus technologies.	
Priority 4: Communicating AUP's Global Reach.			Grants support faculty research and faculty research reinforce the University's brand value.
Priority 5: Achieving Institutional Sustainability.			Research and development grants are the main mode of support of research and development.

## Administrative Units

### Academic Affairs (Includes the Registrar, Student Accounting Services, and the Graduate Office)

#### Mission

**Academic Affairs** supports AUP's mission in the most essential way: we support faculty to develop and maintain the quality of the curriculum, teaching, and academic services, and we support faculty research in order to advance knowledge, enhance the university's reputation and inform compelling teaching. As a liberal arts university in Paris that attracts students and faculty from around the world, AUP envisions itself as a European centre of liberal learning with innovative majors and programs designed for the interests and passions of our "fit" student – the "global explorer." On a foundation of academically challenging coursework that combines deep (disciplinary) and broad (interdisciplinary) learning with technical or pre-professional studies, as well as foreign language and culture, AUP professors animate the classroom with the most up-to-date, student-centred pedagogies; they seek to cultivate the capacities, skills, and talents of each and every student; and they engage students' passions with the most important and pressing questions of our era. Every part of the academic experience at AUP – from its Parisian locale to curriculum and classroom environment, from advising to career services – is harmonized for the preparation of ethical, creative, and globally-minded citizens, professionals and leaders.

Academic Administration is part of Academic Affairs and includes Graduation Program Administration as well as our Registrar's Office and Student Accounting Services. Our mission is to support our students, our faculty, the curriculum and the University as a whole through attentive administration of our programs and policies.

**The mission of the Graduate Office** of the American University of Paris is to support the students, professors, and directors of the Graduate Programs. The GO provides academic and logistical support to incoming students from the moment of completed application through to their degree completion.

The Graduate Office supports the program directors and other members of the Graduate Program Review Board by maintaining and updating all pertinent records, policies, and procedures, by facilitating curricular development, and by monitoring the programs good standing, relative to the principles established by relevant accreditation bodies.

**The Registrar** is the custodian for all student academic records. This includes the creation, maintenance, preservation, and transmission of all student academic records, course-related data, and information relative to the academic policies of the University.

The Registrar Office is also responsible for enforcing academic policy and providing the necessary guidelines to all offices that have access to student academic records.

The Registrar's Office is committed to seek continuously improvement in fulfilling its mission in the most efficient and effective manner using electronic tools. This includes efficiently communicating to students, faculty, academic departments, advisors, and other non-academic administrative services in order to ensure accurate acquisition of information and provide the most purposeful services to these stakeholders.

**Student Accounting Services (SAS)** is responsible for billing students and collecting tuition and fees from each student and their Financially Responsible Person (FRP), as well as acting as Accounts Receivable for

the university, including the Bookstore, Library, Human Resources Department and Student Government Association. The unit also advises the Finance Department on setting tuition and fees. SAS is responsible for ensuring the accuracy of all student billing, working works closely with all stakeholders involved with fees, financial aid, refunds, and exempted tuition. The unit is also responsible for helping Financially Responsible Persons (FRPs) and students respect the payment deadlines and ensuring that the uncollected tuition remains at acceptable limits.

## Objectives

1. Support the University and our academic programs through careful academic and financial planning. As such, we work closely with department chairs and program directors to ensure course planning meets the needs of the expected student population in efficient ways.
2. Support faculty in providing excellent learning experiences through careful coordination with department chairs to plan each teaching schedule/load for each faculty member for the year. As such, we strive to assist keeping faculty teaching their course load and protecting their research time. This work also contributes to our objective of careful financial management.
3. Supporting the student experience: through careful collaboration across all units, we strive to keep the student experience central to our work developing administrative structures supporting both the curriculum as well as student learning: “Every part of the academic experience at AUP – from its Parisian locale to curriculum and classroom environment, from advising to career services – is harmonized for the preparation of ethical, creative, and globally-minded citizens, professionals and leaders”
4. Develop and build graduate programs, improving support for graduate students and the graduate experience at AUP.
5. Through good management, ensure the following:
  - a. accuracy and integrity of data,
  - b. maintain and improve the quality data use and protection in our systems
  - c. implement and maintain administrative structures and academic policies to ensure proper functioning of our institution.
6. Improve communication ensuring the accurate acquisition of information by students and faculty.

<b>UNIT ALIGNMENT MATRIX (INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)</b>						
<b>Institutional objectives / unit objectives (from matrix above)</b>	Support the University and our academic programs through careful academic and financial planning.	Support faculty in providing excellent learning experiences ..	Supporting the Student Experience...	Develop and build graduate programs...	Ensure accuracy and integrity of data and policies...	Improve communications...
Priority 1: Building a Learning Community of Global Explorers.		Faculty engagement is a critical part of building and maintaining community for our global explorer.	The building and maintaining of community require our supporting students and the student experience.	We are looking to build up our graduate student community, which is a part of our overall community of Global Explorers.		Fostering University-wide communication supports mutual understanding and the commonality of goals.

Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	Curriculum needs to be implemented, courses need to be sequenced and scheduled to meet the needs of our students within our budgetary framework. This happens through academic planning.	Curriculum is created and maintained by faculty who require our support.		We are looking to build and develop our graduate programs and our graduate student outcomes, which is directly aligned to our overall curriculum.		University-wide communications drives intra-disciplinary cooperation which enrich the curriculum and co-curriculum.
Priority 3: Designing a Campus for a Global Community.		Part of supporting our faculty is ensuring we have campus resources that meet the needs of our students.	Part of supporting our students is ensuring we have campus resources that fit their needs.			
Priority 4: Communicating AUP's Global Reach.						This is a direct alignment between an objective and a priority that both involve communications.
Priority 5: Achieving Institutional Sustainability.	Academic and financial planning are the basis for institutional sustainability.				To ensure institutional sustainability as well as the general meeting of our record keeping requirements, we need to continually maintain and improve the quality of our data.	

## Student Affairs

### Mission

The Vice President for Security, Operations and Student Services and the Dean of Student Development supervise the eight units that comprise the Student Development Department: Athletics Office, Cultural Program, Guidance Counseling Office, Health Office, Residential Life, Student Development Helpdesk, Student Immigration Services, Student Leadership.

Our collective departmental mission is to promote a holistic approach to learning while helping students balance academics with their health and wellness. Student leadership and community are anchored in our mission. We encourage students to identify their own personal leadership styles as they learn to collaborate with others. Our work is designed to foster social responsibility, ethical behavior and a sense of global citizenship.

### Objectives

1. Offer programs, activities and services that develop not only skills relevant to the classroom, but also to personal, pre-professional and cultural development.
  - a. Provide a rich cultural program offering that reaches at least 20% of our student body each semester.
  - b. Ensure students are satisfied with programming.
  - c. Promote active use of our Engage co-curricular record
2. Help students identify their own personal leadership style while learning to work with others.
  - a. Ensure student leaders are learning essential soft skills through their extracurricular activities.
  - b. Encourage and support an active and thoughtful student senate
3. Support the health and well-being of AUP students; encourage healthy behavior, work/life balance and opportunities to reflect on what it means to live a productive, meaningful life.
  - a. Ensure all AUP students are covered with adequate health insurance and that students who use the Health Office are satisfied.
  - b. Maximize degree-seeking freshman attendance at our Designing Your AUP workshop.
  - c. Provide essential coverage to students seeking guidance counseling and referrals for mental health support
4. Create a sense of connection among our students; provide opportunities to build community.
  - a. Provide an excellent housing solution for incoming students to enhance their first-year experience.
  - b. Develop a peer advising program that maximizes retention. Continue to offer and update a comprehensive Orientation program to ensures a smooth landing for new AUP students.
  - c. Continue to offer and update a comprehensive Orientation program to ensures a smooth landing for new AUP students.
5. Foster social responsibility, ethical behavior and a sense of global citizenship.
  - a. Teach student athletes good sportsmanship through the Athletics Office.
  - b. Assist students with daily life issues to help them feel at home in Paris through services offered at the Helpdesk.
  - c. Teach students to behave responsibly in their interactions with landlords and neighbors.
  - d. Ensure that all students studying at AUP are in compliance with French immigration regulation.

<b>UNIT ALIGNMENT MATRIX</b> (INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)					
<b>Institutional objectives / unit objectives (from matrix above)</b>	Offer programs, activities and services that develop not only skills relevant to the classroom, but also to personal, pre-professional and cultural development.	Help students identify their own personal leadership style while learning to work with others.	Support the health and well-being of AUP students; encourage healthy behavior, work/life balance and opportunities to reflect on what it means to live a productive, meaningful life.	Create a sense of connection among our students; provide opportunities to build community.	Foster social responsibility, ethical behavior and a sense of global citizenship.
Priority 1: Building a Learning Community of Global Explorers.	Many of the programs offered through the Student Leadership Office, the Sports Office and the Cultural Program provide opportunities for students to learn new skills, including soft skills, and to come together around project designed to build community.	Student Development staff mentor our Student Government Association, student media board, student advisors, club leaders, student athletes and other student leaders, providing regular feedback on their progress. One of our overall goals here is to building community.	The Health Office and Guidance Counselors meet daily with students to provide support for their mental and physical health. These offices maintain the Wellness Room, support student advocacy groups and provide reflective exercises for our GPS Program.	Our Orientation Program's primary mission is to ensure a smooth landing for students, encouraging them to connect to our community through activities and shared living offered by our Residential Life. The Student Advisor Program builds on these efforts throughout a student's first semester.	Our code of student rights and responsibilities along with other policies define who we are as a community and the rules that bind us together. The Dean of Student Development and VP of Student Services work with the Conduct Board when disciplinary issues arise, viewing each case as an opportunity to educate.
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	Student Development staff are members of the Global Professional Skills governing board, ensuring that the GPS program captures the many opportunities for students to gain pre-professional	We systematically conduct exit interviews with the SGA executive team, the student media board and other student leaders, using			



	skills through Student Development programming.	a rubric to help them identify the soft skills they have learned or honed, which can be highlighted in a job or graduate school interview. GPS contributes to this objective.			
Priority 3: Designing a Campus for a Global Community.				Campus spaces are essential to the Student Development mission. In addition to each of our offices, vital spaces that we manage include the SGA and ASM student offices, the third floor Combes student leadership lounge, the Student Development Helpdesk and our wellness room. We also collaborate closely with the Amex.	
Priority 4: Communicating AUP's Global Reach.		A number of programs encourage students to explore beyond AUP's campus and indeed take students around the world, including Cultura Program trips as well as conferences			

		and competitions organized through Student Leadership and the Athletics Office.			
Priority 5: Achieving Institutional Sustainability.					
ILO 1: Independent, creative thinkers	Much of our work around this learning outcome is designed to help students articulate professional goals and develop a personal narrative. The GPS Program and Student Leadership are particularly dedicated to this learning outcome.	Leadership comes in many forms and here we help students to focus on solutions rather than problems through collaborative work offered by Student Leadership, GPS, sports and other programs.			
ILO 2: Engaged, lifelong learners	Student Leadership, the Sports Office, Guidance Counselors and the Cultural Program encourage students to explore their passions and to make time in their busy schedule for sports, physical and mental wellbeing and a host of activities through clubs and travel.	The Student Leadership Office, Athletics and other units encourage students to develop their leadership style (including emotional intelligence and conflict resolution) in ways that can be used in collaborative	The Health Office and Guidance Counselors frame the support services they offer as part of a process to learn lifelong skills to take care of one's health and wellness, balancing physical and mental wellbeing with school, work, family and a social life.		

		work post-graduation.			
ILO 3: Responsible actors and empowered leaders	The Cultural Program exposes students to global challenges in real-world settings. Student Leadership and Athletics activities provide students opportunities to create, explore while establishing a framework for healthy collaboration and ethical leadership.	Student Development staff mentor our Student Government Association, student media board, student advisors, club leaders, student athletes and other student leaders. We frame leadership as an opportunity to take responsibility and seek solutions.		Residential Life provides a unique opportunity for students to connect, make new friends, learning to overcome discord through dialogue and compromise. The Helpdesk, Student Immigration Services and other offices encourage students to play a leading role in managing important daily life tasks and solving problems. We guide students and step in to provide essential support when necessary.	Student Development staff mentor our Student Government Association, student media board, student advisors, club leaders, student athletes and other student leaders. We promote ethical, responsible behavior throughout our policies, training and daily interactions with students.
ILO 4: Adaptable communicators with a global perspective	The Cultural Program helps students to see issues through various cultural lenses. Most units in Student Development provide students an opportunity to interact with French culture, including through living in Parisian apartments, competing in local sports tournaments, engaging in service work with associations in Paris, etc.	The Student Leadership Office, Athletics and other units promote dialogue, intercultural understanding through activities on campus as well as in French in the city.			Residential Life, the Helpdesk, SIS, Health and other offices help students to understand French culture, seek support and documents through local services and effectively feel at home in Paris.

## ARC

### Mission

ARC serves the academic needs of AUP students by providing collaborative support programs (and learning spaces) that foster achievement and success, in accordance with the teaching and learning culture valued by the University. ARC services, peer tutoring and mentoring programs, including the AUP Writing Lab, are designed to enable students to establish both intellectual and personal connections that will be valuable to them throughout their studies at AUP. In addition, ARC provides instructional technology support to the AUP faculty, enabling them to experiment with both on-line and hybrid course development. The ARC Director also administers the university's course management system, Blackboard.

### Objectives

1. Helping students develop the skills needed for academic excellence in the 21st century: academic research and writing, digital literacies, on-line resource evaluation and fluency with instructional technologies. In addition to the two Directors who both work directly with students and faculty, we accomplish this by recruiting and training student peer-tutors to provide vital support to (a very diverse body of) students facing academic and/or technological challenges at AUP
2. Helping faculty integrate technology into the teaching and learning processes at AUP and supporting them as they develop effective learning experiences for their students. Providing training and support for the LMS
3. Facilitating the integration of the AUP learning management system and tools with other data systems (SIS, CAS, Blackboard, third-party tools) by combined IT/ARC projects. Working towards SSO (single-sign-on) and auto-generated Blackboard sites

<b>UNIT ALIGNMENT MATRIX</b> (INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)			
<b>Institutional objectives / unit objectives (from matrix above)</b>	<b>Unit objective 1</b> <b>Recruiting and training student peer-tutors</b> to provide vital support to students facing academic and technological challenges at AUP	<b>Unit objective 2</b> <b>Helping faculty integrate technology into the teaching and learning processes</b> at AUP and to develop effective learning experiences for their students	<b>Unit objective 3</b> <b>Facilitating the integration of the AUP learning management system and tools</b>  (SIS, CAS, Blackboard, third-party tools) at AUP by combined IT/ARC projects
Priority 1: Building a Learning Community of Global Explorers.		Pivot to online and hybrid teaching and learning. Participating in	

	Student success, GPS for Tutors, References for Grad School and Jobs	TLC Workshops & Training	Reducing barriers to access and implementing SSO
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	Involvement with GPS program. Serving Master's students with writing support, offering references for former tutors	Participating in Curriculum Committee deliberations, attending meetings with GenEd and GLACC	
Priority 3: Designing a Campus for a Global Community.	<p>Participation in signage meetings, organization of 4<sup>th</sup> floor ARC, Learning Commons</p> <p>Use and management of study rooms for tutoring sessions</p> <p>Designation of proctoring spaces</p> <p>All three were affected by the pandemic. Sanitizing, installation of screen, reduction of students using study spaces</p>	Training for LockDown Browser + Respondus Monitor in order to test and assess remote students	
Priority 4: Communicating AUP's Global Reach.	Participation in placement exams, participation in Facebook groups and parents' page, LinkedIn,	<p>Participation in AMICAL and Educause</p> <p>Webinars and Training with EMEA and US Blackboard</p>	

	recommendations, and Writing Lab for career and graduate study applications	communities and developer	
Priority 5: Achieving Institutional Sustainability	<p>ARC programs focus on student success, and contribute to retention</p> <p>In LMS, implemented notices for students (deadline reminders, upcoming assignment reminders, etc.)</p>	<p>Support for Faculty, with LMS, and with testing options</p> <p>Instant responses via Teams. Implemented Retention tools</p>	<p>Supporting interoperability of academic systems</p> <p>Supporting pilots of new software under consideration</p> <p>Offering online training for new tools, testing options</p>
ILO 1: Independent, creative thinkers <sup>21</sup>	<p>Offering consultations on research and writing assistance to students (one-on-one and in small groups)</p> <p>Modeling and role-playing for tutors</p>	<p>Supporting experimentation with course modules, course redesign, lecture capture, voice-over presentations for asynchronous and multimodal teaching</p>	
ILO 2: Engaged, lifelong learners <sup>22</sup>			

<sup>21</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>22</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness.

	<p>Support and training for digital literacy initiatives</p> <p>Modeling good browser/searching habits</p> <p>Library research, and alumni contacts</p>	<p>Demonstrating annotation software, feedback tools, and suggestions for active learning</p> <p>Engaging in “digital pedagogies” webinars, conferences and discussions</p> <p>Supporting TLC initiatives, and remote learning Webpage for Covid era</p>	<p>LinkedIn with former students and participants in ARC digital technology projects</p>
<p>ILO 3: Responsible actors and empowered leaders<sup>23</sup></p>	<p>Providing a leadership opportunity with student peer tutoring cohorts, training, and GPS</p> <p>Creating tutor guidelines for ARC-Links, Tech/Media, and Math Clinic Tutors</p> <p>Writing Lab guide to Peer Tutoring</p> <p>Etiquette/best practices</p>	<p>Training faculty with Academic Integrity tools and access reporting in LMS</p> <p>Initiated Honor Code module and instructions so that faculty can request the student pledge prior to visualizing exams</p> <p>Running reports on possible plagiarism for research papers and graduate theses</p>	

They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

<sup>23</sup> ***ILO 3: Responsible actors and empowered leaders***

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

		Writing Lab support with citations and bibliographies	
ILO 4: Adaptable communicators with a global perspective <sup>24</sup>	<p>Providing space for open group discussion, tutor/student/faculty collaboration, weekly meetings with tutors, responding to questions raised in contact forms</p> <p>Increased hours for French tutoring in ARC, appointed French Head Tutor</p> <p>Created student reporting and response forms with Office 365</p> <p>Support for student presentations and capstone projects</p> <p>Writing Lab allowed student tutors to manage the social media</p> <p>Use of AUP Engage</p>	<p>Enabling feedback options for faculty in LMS and sharing projects in the digital humanities</p> <p>Supporting faculty LMS tracking,</p>	<p>Offering multiple modes for online tutoring to adapt to student devices (smartphone apps like WhatsApp, Web conferencing via Zoom, Teams, Blackboard Collaborate)</p>

<sup>24</sup> ***ILO 4: Adaptable communicators with a global perspective***

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.



## ASM

### Mission

The mission of ASM is to create a pre-professional environment in which students can acquire technical skills, develop critical awareness, and learn team-building skills in the general sphere of media production and digital journalism.

### Objectives

1. Provide pre-professional training for working collaboratively in a newsroom setting, thinking across media platforms
2. Teach students to apply the fundamentals of journalism to a consistently published range of well edited, well designed material

<i>UNIT ALIGNMENT MATRIX</i>		
<b>Institutional Priorities / Unit Objectives (from matrix above)</b>	<b>Provide pre-professional training for working collaboratively in a newsroom setting, thinking across media platforms</b>	<b>Teach students to apply the fundamentals of journalism to a consistently published range of well edited, well designed material</b>
Priority 1: Building a Learning Community of Global Explorers.	Students involved in ASM are part of a tight-knit community. They learn to collaborate through shared interests and to overcome conflicts through group work.	
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	Students learn soft skills such as conflict resolution and team work while also gaining hands on experience in writing, editing, the use of software like InDesign, the use of the website back office, etc.	Students gain both theory and practice through their two- and four-credit ASM courses.
Priority 3: Designing a Campus for a Global Community.	ASM moved to occupy a new dedicated space in the Quai in Spring 2019, which guarantees a greater sense of cohort and collaboration.	Through the University, ASM counts with the required equipment to film, record, and edit their pieces.

Priority 4: Communicating AUP's Global Reach.		<a href="http://www.peacockplume.fr">www.peacockplume.fr</a> , the Peacock Magazine and PeacockPlay videos are viewed not only on campus but reach a wide audience around the world.
Priority 5: Achieving Institutional Sustainability.		ASM explores how to practice the most ethical and sustainable forms of journalism.
ILO 1: Independent, creative thinkers	Skills developed in ASM allow students to explore a myriad of different interests and provide an invaluable resource for future careers.	ASM skills are useful for a wide range of careers, not confined to journalism. Curiosity and creativity are the backbone of ASM journalism.
ILO 2: Engaged, lifelong learners	ASM students are required to read widely, enjoy interviewing and research, and pursue their many diverse interests.	Cross-platform collaboration encourages the students to engage with multiple cultural viewpoints.
ILO 3: Responsible actors and empowered leaders	Students from all different backgrounds have a strong sense of community in ASM	The practice of journalism requires ASM students to assume responsibility for themselves and others. Editors develop necessary leadership skills.
ILO 4: Adaptable communicators with a global perspective	Student reporters are engaged members in campus life and are constantly honing their communications skills. ASM members come from diverse backgrounds, ages, and nationalities.	ASM journalism reaches a global audience.

## Communications

### Mission

Our mission is to manage The American University of Paris brand and collaboratively develop and execute communication and marketing strategies to increase engagement, enrolment, and fundraising.

### Objectives

1. Better communicate AUP achievements and convey all aspects of the AUP story, particularly the academic experience, to its target audiences.
2. Develop and maintain a differentiated brand position that attracts more Global Explorers and aids in achieving international recognition for AUP as their “fit” university.
3. Respond to emerging and ongoing communications needs of all AUP constituencies.

<b>UNIT ALIGNMENT MATRIX</b> <i>(INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)</i>			
<b>Institutional objectives / unit objectives (from matrix above)</b>	Communicate AUP achievements and convey all aspects of the AUP story, particularly the academic experience, to its target audiences.	Develop and maintain a differentiated brand position that attracts Global Explorers and aids in achieving international recognition for AUP as their “fit” university.	Respond to emerging and ongoing communications needs of all AUP constituencies.
Priority 1: Building a Learning Community of Global Explorers.	Prospective students that self-identify as Global Explorers have to understand that AUP represents the environment where they can thrive. Communicating the AUP academic experience and the success of former AUP students to them is a crucial part of drawing more Global Explorers to AUP and building a learning community.	We must communicate AUP's brand in a way that positions the University favorably in the eyes of prospective students. Identifying the qualities of an education that such students seek and communicating them is the key for prospects to identify AUP as the right fit. This could relate to the international nature of our campus, the GPS and Cultural Program, the benefits of the small, international classroom environment, and the focus on a global liberal arts education.	
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	Academic curricula can be challenging to understand for a high-school graduate, especially if they have never heard of the liberal arts before. Communications finds ways to communicate the exceptional academic to career education that		

	AUP provides, both through compelling visuals and messaging.		
Priority 3: Designing a Campus for a Global Community.			An essential part of creating a space that welcomes a global community of students, faculty, staff and alumni, is to determine how that space communicates. Communications works with other departments to accurately reflect the AUP brand on campus and to ensure that the space communicates its functions to the visitor.
Priority 4: Communicating AUP's Global Reach.	Communications communicates AUP's global reach by highlighting stories and narratives from within the broader community that illustrate its vast alumni network, far-reaching professional partnerships, and worldwide study trips, which all ultimately contribute to the University's global reach.	The global aspect of an AUP education is an integral part of AUP's fit for Global Explorers. These individuals seek international experiences. By communicating AUP's global reach, we can position AUP as a stepping stone to an international career.	AUP's global reach is communicated through everything we do at AUP. In that, it is vital that Communications works with all departments across the institution to empower their messages and ensure consistent messaging around the idea of a global liberal arts education.
Priority 5: Achieving Institutional Sustainability.		Communications aims to position AUP's brand to attract high-quality faculty, students and staff to the University, and to inspire its community to support the University in various ways, especially financially, through its various campaigns, to ensure long-term institutional sustainability.	Communications provides regular support to the Office of Outreach and Advancement to support efforts to engage the alumni and wider AUP community to support the University financially and ensure its sustainability.
ILO 1: Independent, creative thinkers <sup>25</sup>	Through storytelling, Communications tries to translate the meaning of the four learning outcomes and apply them to actual cases (e.g., alumni success stories, student initiatives, academic or co-curricular programs, etc.)		

<sup>25</sup> **ILO 1: Independent, creative thinkers**

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

ILO 2: Engaged, lifelong learners <sup>26</sup>	Through storytelling, Communications tries to translate the meaning of the four learning outcomes and apply them to actual cases (e.g., alumni success stories, student initiatives, academic or co-curricular programs, etc.)		
ILO 3: Responsible actors and empowered leaders <sup>27</sup>	Through storytelling, Communications tries to translate the meaning of the four learning outcomes and apply them to actual cases (e.g., alumni success stories, student initiatives, academic or co-curricular programs, etc.)		
ILO 4: Adaptable communicators with a global perspective <sup>28</sup>	Through storytelling, Communications tries to translate the meaning of the four learning outcomes and apply them to actual cases (e.g., alumni success stories, student initiatives, academic or co-curricular programs, etc.)		

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<sup>26</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

<sup>27</sup> ***ILO 3: Responsible actors and empowered leaders***

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>28</sup> ***ILO 4: Adaptable communicators with a global perspective***

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.

## IRAE

### Mission

The Office of Institutional Research, Assessment, and Effectiveness fosters the assessment-based execution of the university strategic plan with initiatives that both enable the continuous improvement of student learning and promote institutional effectiveness. The office oversees the analysis of the quality and variety of student learning experiences and the evaluation of the effectiveness of all academic processes of the institution. It supports an academic culture of evidence-based assessment in which the unit of analysis is the student experience.

### Objectives

1. Ensure that the assessment process is carefully planned, sustained, exhaustive, evidence-based, useful, cost-effective and reasonably accurate and truthful.
2. Provide appropriate decision-making tools for curriculum development, faculty development and academic processes by ensuring that assessment is seamlessly integrated in all university processes.
3. Ensure wide participation in, and understanding of, assessment processes by communicating assessment procedures and results effectively.

<b>UNIT ALIGNMENT MATRIX</b> (INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)			
<b>Institutional objectives / unit objectives (from matrix above)</b>	Ensure that the assessment process is carefully planned, sustained, exhaustive, evidence-based, useful, cost-effective and reasonably accurate and truthful	Provide appropriate decision-making tools for curriculum development, faculty development and academic processes by ensuring that assessment is seamlessly integrated in all university processes.	Ensure wide participation in, and understanding of, assessment processes by communicating assessment procedures and results effectively.
Priority 1: Building a Learning Community of Global Explorers.	AUP's mission is to educate the "Global Explore". Educational Assessment is the means by which we tailor our pedagogy to this task.		By communicating our assessment results and assessment-based student-support decisions we foster a sense of community among our student as they understand how our decisions are driven by their best interests.
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	The assessment of student achievement of Learning Objectives is a fundamental driver of curricular review.	By providing ever more efficient assessment-based tools to faculty and staff involved in growing our curriculum we support this priority.	

Priority 3: Designing a Campus for a Global Community.		The evolution of our campus has always been guided by the requirements and opportunities emerging from the assessment process.	
Priority 4: Communicating AUP's Global Reach.			By communicating our assessment results broadly we will help build an image of a state-of-the-art University with 21 <sup>st</sup> century curriculum and ever-evolving pedagogy.
Priority 5: Achieving Institutional Sustainability.	Institutional Effectiveness, in particular the habit of assessment-based budgetary allocations, is a fundamental driver of Institutional Sustainability.	The implementation of a seamless assessment-to-budgetary-allocation-to-implementation-back-to-assessment is an effective strategy for institutional sustainability	By sharing assessment results and assessment-based planning decisions we foster University synergy which, in turn, aids sustainability.
ILO 1: Independent, creative thinkers <sup>29</sup>	All academic-program Learning Outcomes are aligned with the University's institutional Core Capabilities. Achievement of program LOs is the main driver of the academic assessment process.		
ILO 2: Engaged, lifelong learners <sup>30</sup>			
ILO 3: Responsible actors and empowered leaders <sup>31</sup>			
ILO 4: Adaptable communicators with a global perspective <sup>32</sup>			

<sup>29</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>30</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

<sup>31</sup> ***ILO 3: Responsible actors and empowered leaders***

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>32</sup> ***ILO 4: Adaptable communicators with a global perspective***

## ITS

### Mission

The mission of the Office of Information Technology Services (ITS) is to provide the highest level of technology support and services to the AUP Community, while leveraging technology to achieve University's goals of academic and administrative excellence. Information Technology Services supports all constituencies of the University – i.e. current and prospective students, faculty staff and admin, alumni, trustees, and AUP friends- by anticipating client needs and delivering IT services and solutions.

Our mission at the office of Information Technology Services (ITS): have effective partnerships with the administrative and academic units, student organizations, and central administration. Our goal? Provide needed collaboration for building technology infrastructure, as well as complementary services and support for students' success and teaching and learning in general.

### Objectives

1. Information Technology to build Integrated Resource Information Systems
2. Information Technology to drive Faculty and Staff Effectiveness
3. Information Technology to digitize and optimize the AUP Campus network infrastructure.

<b>UNIT ALIGNMENT MATRIX</b> (INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)			
<b>Institutional Priorities / Unit Objectives (from matrix above)</b>	Information Technology to integrate Resource Information Systems	Information Technology to drive Faculty and Staff Effectiveness	Information Technology to digitize and optimize the AUP Campus
Priority 1: Build a Learning Community of Global Explorers.		Students need and use IT services in all their AUP activities	
Priority 2: Create a Global Liberal Arts Curriculum and Pathways to International Careers.	Curricular development should be informed by student success. Student success must be monitored and measured, and correlations identified with curricular elements. These processes will be greatly improved and automated by the IRIS.	IT is an essential tool for course delivery. Both in terms of classroom tools and Learning Management System.	

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Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.



Priority 3: Design a Campus for a Global Community.	And Integrated Resource Information System will provide the data support for planning and future Campus Design evolutions.		This unit objective is an essential aspect of Campus Design.
Priority 4: Communicate AUP's Global Reach.		Faculty effectiveness leads to increased scholarly output which directly affects AUPs global reach. Staff effectiveness also includes all the units directly involved in fostering AUP's global reach such as: Alumni Affairs and Communications.	
Priority 5: Achieve Institutional Sustainability.	All institutional activities are facilitated by Information Technology. In particular, all planning, and assessment is supported by ITS.		Digitizing and optimizing the AUP campus will contribute to its sustainability by enabling, streamlining, and automating processes.

## Internships, Careers, and Experiential Advising

### Mission

The Career Advising Office contributes to AUP students' successful transition to professional life by providing comprehensive career development resources. This comprises facilitating students' self-assessment and identifying of career objectives, helping them explore the current shifting employment market, facilitating professional opportunities such as internships and full-time employment, and participating in promoting AUP's strengths both collectively (to employers and the world at large) and individually (by assisting students in understanding their key strengths and presenting themselves in a compelling way through job search documents, graduate school applications, and interview strategies).

### Objectives

1. Student & Alumni Services. Provide comprehensive career development resources accessible to all students and alumni. Encourage and support professional development opportunities (including internships, employment, and graduate school applications). Advise students on AUP internship academic policy and accompany students through the administrative aspects of internship registration.
2. Employer Network: Sustain and cultivate long-lasting employer relationships, and participate in promoting the unique strengths of AUP and AUP students to employers and the world at large.
3. Administration. Ensure the successful completion of all back-office functions. Ensure the absolute legality of the AUP internship program. Implement and maintain relevant data collection and analysis. Contribute to the genesis and implementation of relevant academic/ institutional policies and procedures. Maintain accuracy of website and web forms.
4. Cross-Department Collaboration. Work collaboratively with other University departments on initiatives that support the mission and objectives of the Center for Internship and Career Advising.

UNIT ALIGNMENT MATRIX < CAREER & EXPERIENTIAL ADVISING >				
Institutional objectives / unit objectives (from matrix above)	Student & Alumni Services	Employer Network: Outreach & Services	Administration	Cross-Department Collaboration
Priority 1: Building a Learning Community of Global Explorers.	Provision of services to students and alumni that are engaging and that inspire them to give back when they can.			Collaboration with Outreach and Advancement to deliver the mentoring program that connects students & alumni.
Priority 2: Creating a Global Liberal Arts Curriculum and	Coaching & support for students and alumni to	Perpetual maintenance of an employer network of 600+	Support for students navigating administrative requirements of	

Pathways to International Careers.	articulate & achieve career goals.	contacts offering jobs & internships.	internships in France & at AUP.	
Priority 3: Designing a Campus for a Global Community.				
Priority 4: Communicating AUP's Global Reach.	Promotion of services and programming available for students and alumni on AUP website and AUP Engage.	Promotion of services and collaboration opportunities for employers on AUP website.		Publication of Internship Spotlights on AUP website, and frequent promotional collaborations with Outreach and Advancement.
Priority 5: Achieving Institutional Sustainability.	High quality of career services and experiential learning opportunities contribute to student retention.	High quality of employer network and connections contributes to student retention.	Dedicated administrative service for students and employers makes internships more accessible which contributes to retention.	Potential future opportunities to fundraise in support of experiential learning opportunities for students.
Core Capability 1: Independent, creative thinkers  Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.	Our goal in our work with students is to introduce them to a variety of resources for career development and to support them as they learn how to advocate for themselves and their professional success.			
Core Capability 2: Engaged, lifelong learners	Implementation of a coaching style that is designed, above all, to put students in a			

<p>Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.</p>	<p>resourceful state of. In general, we do not provide canned solutions, we help students help themselves, while supporting them along the way.</p>			
<p>Core Capability 3: Responsible actors and empowered leaders</p> <p>Graduates will apply their knowledge and skills to the global challenges of the 21st century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.</p>	<p>Our connect students to the world of work and to other possibilities for life after AUP. In every case, we support students as they figure out how and where they want to apply their knowledge and skills to 21<sup>st</sup> century challenges.</p>			
<p>Core Capability 4: Adaptable communicators with a global perspective</p> <p>Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They</p>	<p>We support students and alumni as they learn how to share their own stories with interlocutors all over the world. We coach them in the art of perspective taking enabling them, for example, to step into the shoes of an employer and learn how to ask themselves important questions such as “What is important to this</p>			

will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.	person?”, “What is this person’s objective?”.			
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## Library

### Mission

In keeping with the University's mission, the Library strongly supports a student-centred approach in their transformative time at AUP helping them to become digitally literate, critical thinkers and ethically sensitive. The Library's mission is to help the entire AUP community achieve its learning, teaching and research goals by:

- Identifying, selecting and collecting information resources
- Organizing, delivering and providing access to information resources
- Assisting all its users in becoming self-sufficient, information-literate researchers
- Facilitating preservation of, and access to, the intellectual capital of the University

### Objectives

1. Identifying, selecting and collecting the best possible information resources for our constituencies
2. Organizing, delivering and providing access to information resources
3. Assisting all its users in becoming self-sufficient, information-literate researchers
4. Facilitating preservation, organization, and access to the intellectual capital of the University
5. Providing professional development to library staff

UNIT ALIGNMENT MATRIX					
Institutional objectives / unit objectives (from matrix above)	Identifying, selecting and collecting the best possible information resources for our constituencies	Organizing, delivering and providing access to information resources	Assisting all its users in becoming self-sufficient, information-literate researchers	Facilitating preservation, organization, and access to the intellectual capital of the University	Providing professional development to library staff
Priority 1: Building a Learning Community of Global Explorers.			Global explorers are expected to become independent learners and information literacy is an essential skill for independent learners.		
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	Curricular development usually requires preliminary scholarly research which relies on Library resources	Curricular development usually requires preliminary scholarly research which relies on	x		

		easy access to Library resources			
Priority 3: Designing a Campus for a Global Community.					
Priority 4: Communicating AUP's Global Reach.					
Priority 5: Achieving Institutional Sustainability.					A sustainable institutional plan must allow for the professional development of its staff.
ILO 1: Independent, creative thinkers <sup>33</sup>					
ILO 2: Engaged, lifelong learners <sup>34</sup>			Global explorers are expected to become independent learners and information literacy is an essential skill for independent learners.		
ILO 3: Responsible actors and empowered leaders <sup>35</sup>					

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<sup>33</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>34</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

<sup>35</sup> ***ILO 3: Responsible actors and empowered leaders***

ILO 4: Adaptable communicators with a global perspective <sup>36</sup>					
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Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>36</sup> ***ILO 4: Adaptable communicators with a global perspective***

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.



## Control accounting

### Mission

The mission of the Department of Accounting and Control is to accurately report the financial position of the American University of Paris, its departments, and business activities for various constituencies – including trustees, USA and French government agencies, rating agencies, auditors, creditors, donors, and others who may have a vested interest in the financial activity and health of the University. Within the scope of this mission is the responsibility to coordinate and direct all financial transactions recorded in the accounting system of the University. This responsibility requires that we be service oriented relative to the financial needs of all departments on campus while still assuring that all transactions adhere to University policies and procedures, and both USA and French generally accepted accounting principles.

### Objectives

1. Ensure Compliance with Appropriate Laws and Regulations
2. Develop and Maintain a Stakeholder-Centred Service Culture
3. Identify, Integrate and Implement a New Integrated Resource Information Systems (IRIS)
4. Measure the achievement of the strategically balanced student population in terms of spread
5. Demonstrate Financial Sustainability Through KPIs, Using Industry Standards and Benchmarks
6. Ensure Reliability of Annual Budget

UNIT ALIGNMENT MATRIX PART 1			
Institutional objectives / unit objectives (from matrix above)	Ensure Compliance with Appropriate Laws and Regulations	Develop and Maintain a Stakeholder-Centred Service Culture	Identify, Integrate and Implement a New Integrated Resource Information Systems (IRIS)
Priority 1: Building a Learning Community of Global Explorers.		.	The new IRIS will have a Student Information System (SIS) component that is instrumental in identifying and responding to student needs, vulnerabilities, and opportunities.
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.			The new IRIS will have a Student Information System (SIS) component that is instrumental in identifying and responding to curricular needs, vulnerabilities, and opportunities.
Priority 3: Designing a Campus for a Global Community.	All campus facilities have to comply with a plethora of regulations, both local and USA based.	The campus has been planned and developed around stakeholder based requirements measured partly through community surveys.	

Priority 4: Communicating AUP's Global Reach.			
Priority 5: Achieving Institutional Sustainability.	Ensuring compliance is a fundamental aspect of sustainability	The establishment of a culture of high standards of service is essential to improve the well-being and satisfaction of our students and our employees to retain them and optimize their performance. These high standards of requirement should also allow AUP to increase its attractiveness.	The IRIS deployment is a major issue for AUP. This management software will both improve the accuracy and the granularity of our financial analyses. It will be a decisive toll in AUP strategic decision making

<b>UNIT ALIGNMENT MATRIX PART 2</b> <i>(INDICATE HOW YOUR UNIT'S OBJECTIVES ALIGN WITH INSTITUTIONAL OBJECTIVES)</i>			
<b>Institutional objectives / unit objectives (from matrix above)</b>	Measure the achievement of the strategically balanced student population in terms of spread	<b>Demonstrate Financial Sustainability Through KPIs, Using Industry Standards and Benchmarks</b>	<b>Ensure Reliability of Annual Budget</b>
Priority 1: Building a Learning Community of Global Explorers.	The strategic balance has an overlap with the cultural and national balance and contributes to the trans- national and multicultural community of Global Explorers		
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.		Curricular development must also respond to requirements of financial sustainability and these must enter in the decision making processss.	The annual budget is informed, among other things, by the requirements of curricular development.
Priority 3: Designing a Campus for a Global Community.			The annual budget is informed, among other things, by the requirements of campus development.

Priority 4: Communicating AUP's Global Reach.			
Priority 5: Achieving Institutional Sustainability.	An accurate evaluation of the balance of student population serves both to refine our assumptions of tuition revenue and our expenditures related to financial aid. These analyses are also used to estimate the attractiveness of each degree courses and the vitality of our partnership agreements with other universities abroad.	Demonstration of financial sustainability through KPIs, Using Industry Standards and Benchmarks is a fundamental aspect of sustainability	A monthly budget monitoring is the best way to manage cash flow and cost control. It is also an effective way to develop a common culture of budget control within AUP

## Outreach and Advancement

### Mission

The mission of Campus Services, Facilities and Planning is to support the university's operations effectively and efficiently by analyzing, planning, enhancing and maintaining its physical plant, facilitating purchasing and procurement, providing core administrative and logistical services, sourcing course materials for sale, and ensuring the safety and comfort of employees, students and guests.

### Objectives

1. Develop and maintain a stakeholder-centered service culture
2. Align Campus Facilities with Global Explorer Needs and Expectations
3. Improve Campus Maintenance Program
4. Create a Campus that Promotes Learning, Collaboration and Research and Provide Appropriate Learning Spaces for Global Explorers

UNIT ALIGNMENT MATRIX				
<b>Institutional objectives / unit objectives (from matrix above)</b>	Develop and maintain a stakeholder-centred service culture	Align Campus Facilities with Global Explorer Needs and Expectations	Improve Campus Maintenance Program	Create a Campus that Promotes Learning, Collaboration and Research and Provide Appropriate Learning Spaces for Global Explorers
Priority 1: Building a Learning Community of Global Explorers.	Quick and helpful responses from the helpdesk create an expectation of support among students which is conducive to community building.	A campus that meets the needs of Global Explorers will provide an environment that facilitates initial and lifelong learning.		Provide learning spaces that meet the needs of faculty and students, in support of effective teaching and learning.
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.				
Priority 3: Designing a Campus for a Global Community.		(This objective (column) is entirely contained within the Priority (row))	Once created, campus facilities need to be continuously monitored, improved, and maintained if they are to serve the	(This objective (column) is entirely contained within the Priority (row))

		Campus facilities should be developed and maintained with a view to maintaining a level of convenience, comfort, and cleanliness appropriate to the expectations of Global Explorers.	needs of our community.	
Priority 4: Communicating AUP's Global Reach.				
Priority 5: Achieving Institutional Sustainability.			The Maintenance Plan should aim to track and optimize resource consumption and costs, while implementing preventive and corrective measures to extend the lifetime of university facilities and equipment.	
ILO 1: Independent, creative thinkers <sup>37</sup>				
ILO 2: Engaged, lifelong learners <sup>38</sup>				
ILO 3: Responsible				

<sup>37</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>38</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

actors and empowered leaders <sup>39</sup>				
ILO 4: Adaptable communicators with a global perspective <sup>40</sup>				

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<sup>39</sup> ***ILO 3: Responsible actors and empowered leaders***

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>40</sup> ***ILO 4: Adaptable communicators with a global perspective***

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.

## Admissions – Enrolment Management

### Mission

AUP's Office of Enrollment Management attracts, recruits and admits FIT students to join our community of Global Explorers. We identify and recruit undergraduate, graduate, partner students, summer and part-time students with an interest in liberal arts inquiry and a desire to learn more about the world from our seat in Paris. Our recruiters based in the United States and Paris work actively in over thirty-five countries in Europe, Asia, Africa, and North and South America to attract an international community of learners and to build partnerships with US, French, and global institutions to increase AUP's standing in the higher education community.

### Objectives

1. Build Recruitment of FIT Students
2. Continue to Drive the Expansion of Student Numbers, Focusing on Degree-Seeking Freshmen, Transfer, Partner, and COOP Student
3. Monitor Selectivity of UG Students while Growing Enrollment, with Attention to AUP's Enrollment Sweet Spot Develop AUP's Partnership Network to Build Enrollment and Academic Reputation
4. Secure and Broaden the Recruitment Reach of the University
5. Maintain Financial Aid Discount Rate at the Target Level

Enrolment Management Alignment Matrix Part 1			
<b>Institutional objectives / unit objectives (from matrix above)</b>	Build Recruitment of FIT Students	Continue to Drive the Expansion of Student Numbers, Focusing on Degree-Seeking Freshmen, Transfer, Partner, and COOP Students.	Monitor Selectivity of UG Students while Growing Enrollment, with Attention to AUP's Enrollment Sweet Spot.
Priority 1: Building a Learning Community of Global Explorers.	The AUP FIT scale is a means of quantifying the characteristics of a global explorer. We recruit, admit, and yield students who will be prepared for AUP's global learning environment.		Global explorers bring a blend of life and scholastic experience to their university experience, we use the sweet spot to find students who will get the most out of AUP.
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.		With successful counselor fly-ins and a sharpened focus on international schools, we have honed our recruiting focus on the students who thrive in the	

		Global Liberal Arts Curriculum that AUP offers.	
Priority 3: Designing a Campus for a Global Community.	The AUP FIT score helps us narrow in on students who have the maturity and confidence to embrace a university experience in which they live independently in a major world capital. Our urban campus environment isn't for every student, and the FIT score helps us find true global explorers.	The Admissions office is the welcoming space for prospective students on AUP's campus, and the recent renovation to La Tour-Maubourg allows us to better recruit prospective students. Equally, the Quai d'Orsay Learning Commons provides us impressive and functional space to host group visits, for example counselor fly-ins.	
Priority 4: Communicating AUP's Global Reach.		Successful Admissions events like the counselor fly-in bring the world to AUP. We're expanding this program so that guidance counselors can better educate students at our top-performing feeder schools, and schools where we wish to expand.	
Priority 5: Achieving Institutional Sustainability.			
ILO 1: Independent, creative thinkers <sup>41</sup>	AUP's FIT score helps us identify students who are intellectually curious, mature, and seeking the		AUP's enrollment sweet spot helps us find independent minded students. These students don't see their high school experiences as merely resume-building and box-

<sup>41</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.



	independent learning and living environment that AUP and Paris have to offer.		checking, and likewise they bring that independence to AUP.
ILO 2: Engaged, lifelong learners <sup>42</sup>		By encouraging enrollment across all cohorts, including graduate and transfer students, some of whom may be returning to university, we look for lifelong learners who will influence our freshmen, COOP, and partner cohorts. Students of diverse backgrounds and life experience bring their unique perspectives to our community of global explorers.	
ILO 3: Responsible actors and empowered leaders <sup>43</sup>	Maturity and a strong sense of direction are two key components of the AUP FIT score. Even before arriving at AUP, FIT students are responsible and understand themselves as members of their local, national, and global communities.		Our “sweet spot” ensures that AUP global explorers are not just academic achievers, but that they thrive in multiple domains during their educational journeys.

<sup>42</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

<sup>43</sup> ***ILO 3: Responsible actors and empowered leaders***

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

ILO 4: Adaptable communicators with a global perspective <sup>44</sup>	The AUP FIT score takes into account prospective students' ability to understand and express themselves as global explorers. Whether a student has multiple passports or has never left their home country but has always wanted to see the world, their ability to communicate that global perspective is a key aspect of the admissions process.		
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Enrolment Management Alignment Matrix Part 2			
Institutional objectives / unit objectives (from matrix above)	Develop AUP's Partnership Network to Build Enrollment and Academic Reputation	Secure and Broaden the Recruitment Reach of the University	Maintain Financial Aid Discount Rate at the Target Level
Priority 1: Building a Learning Community of Global Explorers.	By identifying those partner institutions where internationally-minded students are likely to enroll, AUP will continue to grow its population of global explorers through adding new partnerships	Adding new institutional partners will increase the range of institutions we recruit from, diversify our recruitment sources and mitigate risk by broadening the number of source institutions	
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.			By awarding appropriate financial awards to FIT students, we help to ensure they begin their international careers with financial stability.

<sup>44</sup> **ILO 4: Adaptable communicators with a global perspective**

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.

Priority 3: Designing a Campus for a Global Community.			
Priority 4: Communicating AUP's Global Reach.	AUP's partnerships with schools like Wellesley, Vanderbilt, USC, George Washington University, Tulane and others help raise awareness about AUP in the US higher education landscape.	Our recruitment marketing strategy, which has increasingly turned to more integrated marketing across search engines, third-party platforms, and increasingly social media, ensure that AUP has a consistent image as home to Global Explorers, providing students with global liberal arts in the heart of Paris.	
Priority 5: Achieving Institutional Sustainability.	AUP diversifies its revenue stream by building its partnership network. Engaging with partner institutions helps AUP weather the impact of the demographic drop among college-aged students in the United States and elsewhere.	We created a new social media strategy in Fall 2019 in which we decided to shift our strategy by investing more in Google Search Ads in an effort to reach students at the beginning of their college search process by focusing on keywords related to researching university options. In doing so, we increased the efficiency of our marketing budget.	Adjusting our financial aid strategy to appropriately award FIT incoming first-year, transfer, and graduate students while lowering average award amounts for partner, visiting and one-semester students allows us to have a sustainable base of long-term degree seeking students.
ILO 1: Independent, creative thinkers <sup>45</sup>			
ILO 2: Engaged, lifelong learners <sup>46</sup>			One of our financial aid recruiting tools, the IB (International Baccalaureate) scholarship awards students whose educational paths even before reaching AUP have already introduced them to some of our core

<sup>45</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>46</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.

			values of international cooperation and global exploration.
ILO 3: Responsible actors and empowered leaders <sup>47</sup>			
ILO 4: Adaptable communicators with a global perspective <sup>48</sup>	Even if they only spend one semester on AUP's campus, partner students return to their home campuses with a worldly outlook and more independence after living in a global capital and dealing with the daily challenges that entails.		

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<sup>47</sup> ***ILO 3: Responsible actors and empowered leaders***

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>48</sup> ***ILO 4: Adaptable communicators with a global perspective***

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.

## Human Resources

### Mission

The Department of Human Resources Develops, upholds and communicates University HR governance rules, while at the same time ensuring compliance with French labor law and developing creative solutions to issues arising from the University's dual French-American status.

Within this mission, the Director of Human Resources presides the Comité Social et Economique (the legally-required Workers' Council) and conducts negotiations as required by law with the labour unions which are represented at AUP.

The Department is responsible for employment and orientation services; retirement processing; administration of employee benefits; pre-payroll and payroll administration and processes for employees; policy development and administration; job classification, compensation and labour market research; employee relations; employee assistance programs; maintenance of personnel records; maintenance of the University's personnel database

Human resources implement an individual development policy for both administrative staff and academic staff that allows those who so desire to build a rewarding and motivating career at the university, and provides those who do not wish to pursue a career at AUP with an enriching experience and suitable opportunities for personal and professional development elsewhere.

### Objectives

1. Build a FIT Community of Teacher Scholars
2. Build, Maintain and Retain a Highly Professional and FIT Staff
3. Increase longevity of FIT faculty members within the University
4. Improve gender equity within the organisation

Human Resources Alignment Matrix				
Institutional objectives / unit objectives (from matrix above)	Build a FIT Community of Teacher Scholars	Build, Maintain and Retain a Highly Professional and FIT Staff	Increase longevity of FIT faculty members within the University	Improve gender equity within the organisation
Priority 1: Building a Learning Community of Global Explorers.	A community of FIT global explorers relies on building a Faculty with the same multicultural characteristics.	A community of FIT global explorers is best supported by a staff with the same multicultural characteristics	.	A community of FIT global explorers is best supported by a gender-balanced faculty. This is especially important given the gender distribution among AUP students.

Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	A curriculum fit for AUP Global Explorer students relies on building a Faculty with the same multicultural characteristics.		Having a significant number of faculty members with substantial institutional memory is essential to all curriculum building processes.	
Priority 3: Designing a Campus for a Global Community.		The functioning of the campus is largely dependent upon the efforts of the administrative staff, and they need to be as aware and committed to the philosophy of the University and the concept of Global Explorers as are the faculty and the students themselves		
Priority 4: Communicating AUP's Global Reach.				
Priority 5: Achieving Institutional Sustainability.			A sustainable faculty must have a mix of junior and senior members and, within each of though cohorts, some with abundant institutional memory and some with abundant experience outside the Institution.	Gender inequity would be indefensible to our communities of students, alumni, faculty, staff, and MSCHE.

## Presidential initiatives

### Mission

The Office of Presidential Initiatives at The American University of Paris connects alumni, parents, students, faculty, staff, and friends through strategies and programs designed to establish and maintain long-term relationships and support for the university. Outreach and Advancement has the unique privilege of creating lifelong connections between and among our vast, diverse, and ever-expanding global community to garner organizational, advisory, and financial support for the University.

### Objectives

1. Invite alumni, parents and friends to engage with AUP (Outreach and Advancement)
2. Invite alumni, parents and friends to invest time in AUP's future (Outreach and Advancement)
3. Invite alumni, parents and friends to invest treasure in AUP's future
4. Grow the Global PAAC
5. Broaden and Deepen Volunteer Engagement of Alumni, Parents and Friends with the University
6. Build and Expand Sustainable Fundraising Campaigns
7. Maintain Strategically Composed Projects Portfolio Eligible for External Funding
8. Reduce Dependence on Tuition Fees by Increasing Revenue from Fundraising for Operational and Strategic Purposes
9. Complete Capital Campaign by 2021
10. Grow Endowment

Presidential Initiatives Alignment Matrix Part 1			
Institutional objectives / unit objectives (from matrix above)	Invite alumni, parents and friends to engage with AUP (Outreach and Advancement)	Invite alumni, parents and friends to invest time in AUP's future (Outreach and Advancement)	Invite alumni, parents and friends to invest treasure in AUP's future
Priority 1: Building a Learning Community of Global Explorers.	AUP's off-campus constituencies (alumni, parents and friends) make up a significant portion of our Global Learning Community. They engage as experts and volunteers to support our Global Explorers, and even as learners themselves.	Volunteer programs that keep AUP's alumni/parent/friend constituencies engaged with our campus and students contribute to our robust learning community, by serving as mentors, speakers and through volunteer programs (such as the PAAC) serving as advisors to the President and senior leadership.	Increased philanthropic support increases our ability to offer scholarships, support faculty, and provide state of the art facilities for our Global Explorer community.
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.	Alumni, parents and friends are a significant source of internship, job and career-related experiences for students. Some may even participate as guest speakers or experts in the classroom.	Our Global Mentoring Program (a volunteer pathway) often supports exploration of international careers due to the international nature of our alumni/mentoring community.	

Priority 3: Designing a Campus for a Global Community.	Engagement with our constituencies is what paves the way for financial support; therefore, increased and improved engagement is vital toward being able to make campus improvements.	Alumni, parents and friends serve as inspiration and solicit gifts from their peers.	Increasing philanthropic support will increase funds available for campus improvements.
Priority 4: Communicating AUP's Global Reach.	Increasing engagement with AUP's off-campus constituencies directly supports communicating AUP's Global reach, as our constituencies are located all over the world; we are a highly international community.	The PAAC, Alumni Representatives and other volunteer structures provide valuable feedback and serve as multipliers of our messaging all over the world.	Inviting community members to engage through "investing treasure" is an opportunity to communicate with constituents about AUP's global reach and our objectives, and why it is a worthwhile investment
Priority 5: Achieving Institutional Sustainability.	Increased engagement paves the way for stronger volunteer and philanthropic support, and is therefore an important step toward achieving financial sustainability.	By increasing the variety and effectiveness of our volunteer opportunities, we create more ways in which alumni, parents and friends can help sustain AUP. Well-trained and deployed volunteers can supplement the work of AUP staff allowing us to do more for our Global Learning Community	Increasing the number of supporters and the amount of funds raised directly supports institutional sustainability by providing access to more funds for investment or direct improvements.
ILO 1: Independent, creative thinkers <sup>49</sup>			
ILO 2: Engaged, lifelong learners <sup>50</sup>	By reigniting, maintaining and cultivating engagement in our community, our constituencies can indeed be "lifelong" learners through staying connected to AUP.		
ILO 3: Responsible actors and			

<sup>49</sup> ***ILO 1: Independent, creative thinkers***

Graduates will think critically about their place in the world and their role in its future. Grounded in the liberal arts tradition of independent inquiry, they will be able to challenge assumptions, conduct research, navigate resources, evaluate their findings, and articulate well-reasoned arguments.

<sup>50</sup> ***ILO 2: Engaged, lifelong learners***

Graduates will be knowledgeable in one or more disciplines while benefitting from a larger interdisciplinary context. They will use a range of modes of analysis, including quantitative, qualitative, visual, digital, and textual, with care and resourcefulness. They will continue to meet the challenges of intellectual, personal, and professional growth in meaningful and balanced lives beyond the university.



empowered leaders <sup>51</sup>			
ILO 4: Adaptable communicators with a global perspective <sup>52</sup>			

Presidential Initiatives Alignment Matrix Part 2			
Institutional objectives / unit objectives (from matrix above)	Grow the Global PAAC	Broaden and Deepen Volunteer Engagement of Alumni, Parents and Friends with the University	Build and Expand Sustainable Fundraising Campaigns
Priority 1: Building a Learning Community of Global Explorers.	<p>Learning is lifelong and does not stop at graduation; the PAAC members are amongst AUP's best-and-brightest alumni and function as representatives of the global explorer community in all corners of the globe.</p> <p>PAAC members also eagerly support admissions activities and programs.</p>	Our parent ambassadors directly assist admissions programs in which we also involve select alumni.	Scholarship fundraising efforts directly impact our ability to recruit and retain excellent global explorers to AUP.
Priority 2: Creating a Global Liberal Arts Curriculum and Pathways to International Careers.		Alumni are a central component of our Career Mentor Initiative which contributes to the Global Professional Skills program. GPS is the signature Co-Curricular program at AUP.	Successful fundraising campaigns provide the capital to bolster AUP's curriculum (i.e. centers, study trips) that offers AUP students an opportunity to embark on an international career.
Priority 3: Designing a Campus for a Global Community.			Capital gifts to the Campus Fund provide funding for campus renovation and improvement.

<sup>51</sup> **ILO 3: Responsible actors and empowered leaders**

Graduates will apply their knowledge and skills to the global challenges of the 21<sup>st</sup> century. Their core values of curiosity, integrity, and collaboration will enable them to act with commitment and ethical responsibility.

<sup>52</sup> **ILO 4: Adaptable communicators with a global perspective**

Graduates will be skillful at engaging diversity and difference in an international setting. They will hone their intercultural awareness and abilities. Graduates will understand that exciting ideas and valid viewpoints are articulated in a multiplicity of languages and language competencies, and across a variety of cultures. They will demonstrate mastery in communicating in English, and be comfortable interacting with the French environment in which AUP is located.

Priority 4: Communicating AUP's Global Reach.	By growing the PAAC strategically with a global focus, a network of AUP ambassadors in all corners of the world is established and is an indirect mechanism of communicating AUP's Global Reach within communities worldwide.	Alumni, parents, and friends constitute all but the entirety of AUP external community. Through these individuals, we expand our reach through their professional communities and social networks.	Capital fundraising and annual solicitations offer the opportunity to tell our story and communicate our global reach.
Priority 5: Achieving Institutional Sustainability.	PAAC members' generosity and outreach helps increase financial support for AUP and our ability to ask other alumni for support.	Through class challenges and parents' fundraising efforts, we are expanding our base of support to broaden our donor pool for increased engagement. Volunteers are key to the success of these efforts, leading by example.	Our entire focus is on increasing financial support for AUP by improving our visibility and engagement with external communities, ultimately asking for their philanthropic support.
ILO 1: Independent, creative thinkers			
ILO 2: Engaged, lifelong learners			
ILO 3: Responsible actors and empowered leaders		Many of AUPs alumni are engaged in philanthropic (environmental, social, legal) activities. Others lead communities and/or organizations according to AUPs core values. Engagement with AUP student community is an effective way to guide our future alumni by example.	
ILO 4: Adaptable communicators with a global perspective			

