

Appendices

1. Strategic Planning Process
2. Summary Factsheet for Strategic Planning Session, including SWOT and Specific Issue Summaries
3. Issue Outline for Strategic Planning Session
4. Strategy Map (July 28, 2011)

Full background information on the AUA Strategy2017 webpage.

<http://www.aua.am/accreditation/strategy2017.html>

Appendix 1 – Strategy Planning Process

AUA Strategy Planning Process Outline

Time Period for Strategic Plan: Given that AUA anticipates its first undergraduate class admission in Fall 2013, graduating Spring 2017, it makes sense to have a 2011-2017 plan.

Main Critical Path Issues: The strategic plan should focus on how the undergraduate program grows and the adjustments that will be necessary as the university moves from being a master's only institution to one with 3-4 times as many undergraduates as graduate students (e.g., (numbers suggestive, not definitive) total student body 1500, 300-400 graduate, 1100-1200 undergraduate)).

Assumption: The current graduate programs will be maintained, with routine adjustments, until 2017, by which time there will be some track record and data to further clarify the impact of undergraduate on graduate enrollment (feeder effect?) and the 5-year Bachelors/Masters potential.

Process Design: Based on best practice for university strategic planning, drawing heavily on US-models, since we are WASC accredited. Evidence/fact-based/analytical roadmap, more than an implementation plan or statement of aspirations. Not long-term planning to maintain the status quo inward looking, but strategic and outward looking and contextualized. SWOT Analysis and SMART (Specific, Measurable, Attainable, Relevant, Timely) Goal setting. Designed to tap into collective wisdom, institutional knowledge. Diversity of view points, iterative/step-wise development and refinement, multiple opportunities and channels for input and feedback. Eight step process. Steps 1-4 are in July, 5 in August, 6-8 in September-early October. Neutral facilitation especially useful for Step 2 and perhaps Step 4.

The following is a rough outline of the process:

1. **AUA Community Meeting** to launch the process (July 7).
 - a. Preparation of Data and Issue Fact and Issue Sheets for Strategic Mapping Session (May through early July) Position papers may be solicited from some stakeholders who may have views on or spot issues, but may not be available/appropriate for the Strategic Mapping Session.
 - b. Identification of Stakeholder Constituencies, Stakeholder Reps for each constituency (June) (See attached)
 - c. Orientation of Stakeholder Reps (familiarization with the process and revision of Fact and Issue Sheets as/if necessary) (early July)
 - d. Stakeholder rep meetings with Constituencies to review issues in Fact and Issue Sheets (early-mid July)WASC Reaccreditation 2010-2013 July 1, 2011

2. **Strategic Mapping Session** – Stakeholder Reps (July 22-23)

Two days of evidence/fact-based discussions, facilitated by a neutral moderator, with individuals representing the range of internal and external stakeholders of AUA.

Expected outcome - the outlines of a strategic plan that each participant can take back to their constituencies for discussion/refinement. Outline of plan will include scenarios and possible decision points/critical paths for decision-making in the future, e.g., 2015 when u-grad students select majors. It has to be convincing enough on the facts and

comprehensive enough on the issues that all the participants in the planning session feel comfortable presenting and explaining it to their constituencies (mid-July)

3. Stakeholder Rep Report/Consultation with Constituencies – face-to-face meetings with constituencies, circulation to among constituencies, also posted on-line with opportunity for feedback. (late July)

4. Mapping Refinement Phase – Feedback from Step 3 is gathered, analyzed and used to refine the strategic plan outline, with major changes, if any, referred back to the stakeholders and constituencies for further input (late July-early August).

5. Drafting of University Strategic Plan in narrative form with references to supporting data by the Drafting Committee, consisting of WASC Coordinator, U-Grad TF Coordinator, Interim Provost, IRO, and one or two faculty, depending upon summer availability; circulation of drafts or parts of draft for review and refinement by various stakeholder representatives as well as internal and external experts (August)

6. Presentation of the University Strategic Plan to Wider Audience – posting to AUA website with opportunity for feedback. (late August). Revision and refinement of University Strategic Plan, as needed. (early September)

7. Recalibration of Academic Program and Administrative Department strategic plans by the faculty and other administrative units of the university, in line with the new university strategic plan (mid-September)

8. Compilation and Synthesis of the University and Academic Program Strategic plans into a single document, with an overview that aims to synthesize these to provide guidance for the coming phase of the university's development. (Late September), **target completion date; Oct. 1.**

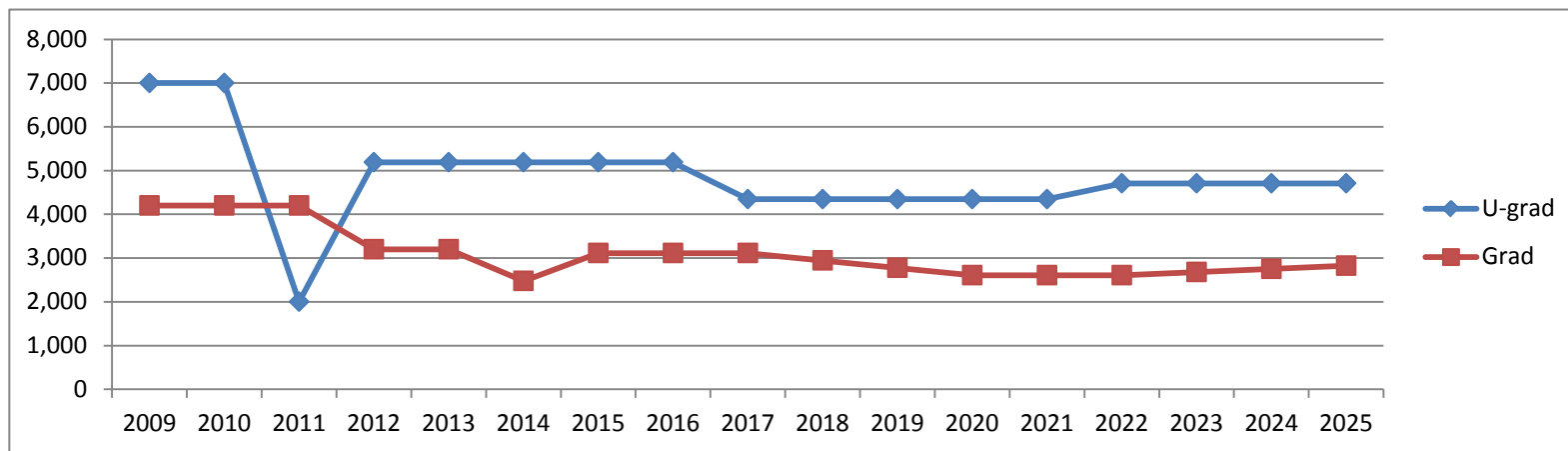
Appendix 1: Factsheet for Strategic Planning - Timeline

| 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|--|---|--|--|---|---|---|---------------------------------|---------------------|---------------------|
| U-Grad Application CPR | EER U-Grad Approval | Grad Re-accreditation | | | | | | | |
| | | U-grad 1 st class | | U-grad 1 st major choice | | U-grad 1 st graduates | | | |
| | | | | | | Master's 1 st feeder | Master's 2 nd feeder | | |
| | | 2 nd Cycle of Self-Studies Extension, Law CHS | 2 nd Cycle of Self-Studies DEP, SBM | 2 nd Cycle of Self-Studies CoE, PSIA | 2 nd Cycle of Self-Studies U-Grad GenStudies | 2 nd Cycle of Self-Studies U-Grad Majors | | | |
| No high school grads | | | | No college grads | | | | | |
| MA admits 200 | 180 | 180 | 180 | 160 | 160 | 200 | 200 | 200 | 200 |
| | | 300 BA Admits | 300 | 300 | 300 | 300 | 300 | 300 | 300 |
| Total enroll. = 380 | 380 | 660 | 960 | 1240 | 1520 | 1560 | 1600 | 1600 | 1600 |
| 43,000 17 year olds | 43,000 17 year olds | 43,000 17 year olds | 43,000 17 year olds | 36,000 17 year olds | 36,000 17 year olds | 36,000 17 year olds | 36,000 17 year olds | 36,000 17 year olds | 39,000 17 year olds |
| 20 th anniversary | 20 th reunion 1 st graduate class | | | | 25 th Anniversary | 25 th reunion 1 st graduate class | | | |
| | Millennium University opens in Georgia Moscow State University opens in Armenia University consolidation in Armenia? Educational restructuring in Armenia? | | | | | | | | |
| | NA Elections | Pres. Elections | | | | NA Elections | Pres. Elections | | |
| | | | NKR Settlement Dividend? | Genocide Recognition Dividend? | | | Metsamor II opens | | |
| | US Elections | | | | US Elections | | | | US Elections |
| \$10bn GDP | | | | | \$15bn GDP | | | | \$18bn GDP |
| \$3000 GDP/capita | | | | | \$4500 GDP/capita | | | | \$6000 GDP/capita |
| 960,000 AMD = \$2560 current nominal tuition | | | | | | | | | |

Student Enrollment Trends in Armenia

U-Grad Enrollment Trends
 assumes stable 2009-propensity for u-grad (1 in 4 high school graduates)
 (Currently, 26,000 undergrads in 4 years, so 26000/4. Propensity = (26,000/4)/No. 17 year olds in 2009

Grad Enrollment Trends
 assumes stable 2009-propensity for master's (1 in 5 college grads, 21-24) (Currently, about 4,200 MA students, mean age 24, mostly between 21-23)



Data from RA National Statistics Service. www.nss.am. Factbook. <http://www.armstat.am/file/doc/99461548.pdf> (Table 11 on Population) <http://www.armstat.am/file/doc/99461563.pdf> (Tables 104-107 on Education). Also data collected by the AUA Office of Institutional Research 33% decline projected in number of college aged students in the next decade in 2009 – 58,000 17 year olds, in 2020 – 39,000 17 year olds. **But the number of students with good English is increasing: QED: More students for AUA despite decline in students generally. Is demand for AUA education insulated from these trends? Why? At whose expense if any one's?**

Fixed parameters

- physical plant
- undergraduate to be introduced in 2013 - maximum 1st year class - 350
- assumption: AUA undergraduate will be a feeder into graduate programs. Earliest decision-point on whether this is true probably 2018 (2-year track record)
- thus, graduate programs – continue to be 6 programs, 7 degrees - decision-point [2015 – after Second Cycle of Self-Studies?]
- undergraduate will be designed to be cost and revenue neutral to the university (covers incremental cost). (what about graduate programs?)
- thus the structure deficit of \$1.5 mil per year will need to be addressed through fund-raising/endowment/restructuring/requiring graduate programs to become direct cost/revenue neutral to the university

Mission: As an institution of higher learning, the American University of Armenia provides teaching, research, and service programs that prepare students to address the needs of Armenia and the surrounding region for sustainable development, in a setting that values and develops academic excellence, free inquiry, scholarship, leadership, and service to society.

[Does Mission statement need to be up-dated/reformulated?]

SWOT

Strengths

- US accreditation
- physical plant
- good reputation
- small, but experienced core faculty
- established institutional, self-governance structures – faculty senate, CC, SLS
- committed faculty, staff
- growing, support alumni base (2000+)

Weaknesses

- small scale - relatively large financial, administrative burden for small master's only institution, large deficit per student
- design - master's only, US accredited institution – limits research opportunities, hard to sustain without u-grad and/or doctoral program
- financial instability - structural deficit, small endowment, aging, small donor base (8 donors account for most of the deficit funding)
- small faculty (35-40 total head count), few resident or full-time (under 50%), few high profile visiting faculty
- declining enrollment, relatively high average acceptance rate: 75%, 2009 admits – 265, 2010 - 199 (no MPH), 2011 - 180
- little success in attracting foreign students (flat or declining)
- few major externally funded research projects
- small range of diversity in student and faculty
- limited range of jobs in Armenia (sectoral development uneven) – weak career planning in Armenia, match of degrees and market needs?

Opportunities

- growing number of English-speaking students in Armenia
- growing international demand for US education at reasonable cost; untapped potential to attract large number of international students?
- u-grad could attract more exchange students/foreign students
- new diaspora students coming of college age – may want to study in Armenia
- national commitment to education/research as part of competitiveness strategy
- possibilities for academic-private sector partnership

Threats

- overall decline in number of college-aged students in Armenia
- increased competition, locally and globally
- increased options for English-speaking students abroad – Luys Foundation, Armenian high school and college graduates are more competitive in global
- economic stagnation locally and globally – makes higher education less attractive investment
- continuing decline in internationally funded development/grant programs, which were traditionally large employers of AUA grads
- gov't/public sector contraction, larger gap between public and private sector salaries, work conditions
- lack of differentiation of students – latest Employer survey, Table 12. Although 62% of employers agree that the AUA graduates performance is higher than that of most graduates from other universities, about 29% disagree. What do we make of this?
http://www.aua.am/about/institutional_research.html Is it across the board or focused on one or more degrees?

Financial model

Nearly all private institutions of higher learning require a mix of revenues: (1) tuition, (2) endowment income, (3) other donations, (4) other income (research overhead, facilities rentals, royalties/service/consulting fees), (5) government

AUA's financial model, as a development-oriented institution, has more financial strain by design.

International quality/costs - local pricing/market = Structural Deficit (subsidy)

Mechanisms and strategy to address it already in place or in progress: BoT-commissioned study on AUA fundraising by Brakeley-Briscoe Consulting, New VP for Advancement: (1) growth/economies of scale – reduce deficit per student, (2) secure additional endowment income, (3) secure additional sources of income – research, rentals, (4) annual giving – more diversified donor base – Alumni, Armenia as well as Diaspora.

Improved PR, targeted outreach to donors in US, Armenia, other countries, alumni organization; 25th Anniversary capital campaign.

Regional Mission

Since its founding, AUA has espoused a regional educational mission and it has had a small, but steady level of foreign students, mostly ethnic Armenian, particularly in MPH, CoE, DEP.

A diverse student body benefits students, the university, and Armenia in a number of ways that justify the costs of international and regional outreach/recruitment: Enriching education, international networks, global

recognition and reputation, global integration/competitiveness. Foreign students may also be a source of additional revenues (local/foreign tuition rates) and growth for the university.

Possible reasons for unrealized potential to attract students from abroad:

1. Competition – location, degrees, quality, cost?
2. AUA is not well-enough known; AUA's recruitment efforts insufficient (resources insufficient?)
3. Tuition for foreign students is too high, financial assistance too low or hard to obtain for AUA

Potential applicant pools (in no particular order)

- Middle East, Iran – diasporan, non-Armenian
- Russia – diaspora, non-Armenian
- CIS
- China
- India
- Other Diaspora – US, NA, Europe, SA, Australia

Targeted recruitment of student segments – those who want/need US-accredited/high quality education, but have not succeeded in gaining admission or do not have the funds to attend in the US or other universities (at home or abroad).

Iranian student pool – Iranian Ministry of Education approval.

Summer programs, junior year abroad programs could be a significant international/diasporan pool, esp. after u-grad is introduced.

Semester vs. quarter system

Currently under a partial quarter system – only 3 required terms per year, each 10 weeks, with underused summer that is misaligned with most foreign universities. Only 20% of US colleges operate on a quarter system. Not common in Europe (although there is a lot of variation, the semester system dominates in higher education, primarily because it is more efficient and alignment permits easier transfer between institutions, or continuation of education at other institutions). In either system students are in class 30 weeks, either 10-10-10 (quarter), or 15-15 (semester) for roughly the same number of hours per week. Many universities have made this transition over the past several decades for the reasons set forth above. Almost none have gone from a semester to a quarter system.

Semester Pros

- 1. More efficient** – 1/3 less administrative overhead (grades, contracts, registrations). Winter-Spring Term turnaround time is short and falls in the middle of admissions/recruitment. Instead of this additional administrative burden, the Registrar/Admissions staff could be focusing on admissions. Even more relevant with undergraduate with 4-times the students and 3-times the faculty as our current programs.
- 2. Schedule better fit for incoming students** as well as graduates seeking further education – problems with recruitment, deferments for doctoral students
- 3. Longer terms** – more sustained skills development – particularly for u-grad, more depth (?)
- 4. Increased course capacity** – 20% more courses can be offered simultaneously in the same facilities (3 credits vs. 4 credit) (semester (40 hr./3 cr. = 13 courses/wk), quarter (40hr. /4 cr. = 10 courses/wk), which is an advantage since u-grad requires a greater variety and utilizes more of our classroom capacity.

5. Visiting faculty often on semester system – all the same for them whether it is quarter or semester; also most visitors come for less than a quarter now – 5-week modules can fit in either semester or quarter system (2-2-2 for quarter or 3-3 for semester)

6. Longer summers for summer courses for study abroad (expected to increase with U-grad) – current overlap with spring term – better aligned with u-grad semester programs. The typical summer student comes in mid-May through mid-August, but because of our quarter system, our summers are July through mid-September. Basically mid-August through mid-September are lost months (except for students on quarter or trimester systems, e.g., Michaelmas term, etc.)

7. Junior term abroad – for u-grad a large draw, but out of synch for students on semester system.

8. Simplify u-grad design and course catalog, faculty recruitment and curriculum by 1/3

9. More family friendly for faculty (esp. local faculty) whose children/spouses are on the semester system, which predominates in Armenia.

Quarter Pros

1. **current arrangement** – institutional custom – curriculum design
2. **shorter terms** – more frequent feed back, more subjects – more breadth (?)
3. **visiting faculty** may be able to come for 10 weeks rather than semester – compressing 10-weeks into 5 weeks more feasible than 15 weeks into 5 weeks

Appendix 3 – Issues Outline

AUA Strategic Planning Issues Outline:

"Even if you're on the right track, you'll get run over if you just sit there." Will Rogers.

1. How is AUA doing? Taking stock of 2006-2011 – AUA's last strategic planning period.
 - a. What was achieved? What wasn't? Why? Lessons Learned? What matters going forward?
 - b. How are we perceived? How's our PR? Are we adequately communicated to the public (in Armenia, US, elsewhere) about the university and its achievements? If not, what needs to be done? Do we have the capacity to do this?
2. Sustainability – is current model sustainable?
 - a. Structural Budget Deficit. Small core faculty, shrinking student pool?
 - b. Tuition levels, financial aid – assuring access to AUA education?
 - c. Where is most of the income/funding coming from? Where is it going? What is a typical mix of funding sources for similarly situated institutions?
 - d. Is there potential to significantly increase our funding?
3. Impact – is the current model the most bang for the buck, given our mission?
 - a. Is AUA's current range of activities (master's programs and research) a good use of the resources currently and potentially available for AUA?
 - b. What's fixed, what's adaptable in the short and long runs?
4. Stakeholders – who are AUA's stakeholders?
 - a. which stakeholders take priority?
 - b. Stakeholder interests, needs: students, faculty, staff, alumni, parents, public sector, private sector, other educational institutions in Armenia, UC system, donors, research funders, local, regional, global stakeholders
5. Competition/Collaboration – what institutions are AUA's competitors? What institutions does AUA collaborate with? How are these likely to change in the next decade?
6. Master's Programs – next round of Self-Studies 2012-2015.
 - a. Are the master's programs still well-aligned with the needs of AUA's stakeholders? Is there sufficient demand?
 - b. Should they be expected to cover their "costs"? Are they sustainable? If not, how can they be made sustainable? Increase students, endowments, research overhead, reduced costs/increased efficiency of educational programs?
 - c. Should programs be expanded, redesigned, phased out, new programs introduced? What criteria? What timeline for making these decisions?
7. Research Centers - next round of Self-Studies 2012-2015. Are the Centers and AUA generally meeting the needs of AUA's stakeholders?
8. Bachelor's Program - scheduled to start in Fall 2013 – which majors? what curriculum models? how many students? will it be a feeder or a diversion of students from the Master's programs?
9. Operational Efficiency, form/structure enhance or obstruct function?

- a. Academic program governance - how is the remote dean model working? How many resident teaching administrators does a program with 20-60 students need to operate and meet university administrative burdens? Are our processes too elaborate and burdensome? Should they be streamlined?
 - b. pros and cons of "separate silos" approach to organizing AUA into schools/colleges?
 - c. Quarter vs. Semester System
 - d. Academic Year vs. Calendar Year Budgeting
 - e. ICT/Library - Paper vs. on-line processes - grades, applications, evaluations; student access; course management systems, on-line teaching/learning, web-site
10. Accreditation/Reaccreditation, Self-Governance/Self-Regulatory Capacity
 - a. Monitoring and Evaluation of Performance vis-à-vis Strategic Plan
 11. Mission – in light of the foregoing does it need to be adjusted?

Appendix 4: Strategy Map

Draft, July 28, 2011, rev. 2 – Up-dated with corrections from Mapping Session participants and others

AUA Strategic Planning Issues Outline:

1. How is AUA doing? Taking stock of 2006-2011 – AUA’s last strategic planning period.
 - a. What was achieved?
What wasn’t? Why?
 - Increased international student enrollments (get stats by category, compared to target), needs strategic evaluation of the resources and methods necessary to achieve this
 - Achieve financial stability

Lessons Learned? What matters going forward?
 - b. How are we perceived? How’s our PR? Are we adequately communicating to the public (in Armenia, US, elsewhere) about the university and its achievements? If not, what needs to be done? Do we have the capacity to do this?
 - Advancement VP leads proactive PR effort (center of gravity of PR needs to shift toward Yerevan, closer to action/news gathering, depending on media outlets and nature of audience) by 2012
 - Better promotion of Tuition Assistance by 2012 admissions (Multilanguage website and materials); message clarification and communicated
 - Work with foreign embassies in Armenia and Armenian embassies abroad, closer collaboration with diasporan organizations and participation in diasporan-oriented events, e.g., Pan-Armenian Games)
 - Professional surveys of students abroad
 - Increase access and incentives for international students to study at AUA - Pursue foreign licensing for AUA (e.g., Iran), financial aid
 - AUA participation in Armenia’s gov’t-to-gov’t student exchange (China, India, Iran, Bulgaria, etc.); follow up with MinEd
 - Explore rotating master’s programs (one term or more at AUA)
 - Foster AUA’s role as an intellectual center open to all
2. Sustainability – is current model sustainable?
 - a. Structural Budget Deficit. Small core faculty, demographic pool in Armenia?
 - b. Tuition levels, financial aid – assuring access to AUA education?
 - c. Where is most of the income/funding coming from? Where is it going? What is a typical mix of funding sources for similarly situated institutions?

- d. Is there potential to significantly increase our funding?
 - Capital Campaign \$25-50 mil by 25th anniversary (2016-17) decide on precise goal 2013,
 - Cultivate alumni giving, aim for a relatively high participation by 2016, institutionalize alumni relations
 - Diversify donor base (geographic, levels of donation)
 - Optimize tuition structure, differential tuition, Enough international tuition, housing/living assistance
 - Restructure fundraising (currently underway) (crossreference)
 - Increase student enrollment - Undergraduate program, by 2013, explore Ph.D. , additional MA programs, international student recruitment Diversity and enhance revenue sources and investments alternative endowment management (investments) and business ventures (including rentals)
 - Earned income (e.g. commercialization of IP, other services) (cross-reference)
 - Foundation and government assistance (e.g., USG for U-grad)
 - Diversify educational programs (reduce barriers Academic Programs to develop revenue generating courses, and improve incentives/cost model for collaboration between Academic Programs and Extension,)

3. Impact – is the current model the most bang for the buck short and long-term, given our mission?
 - a. Is AUA’s current range of activities (master’s programs and research) a good use of the resources currently and potentially available for AUA?
 - b. What’s fixed, what’s adaptable in the short and long runs?
 - More impact possible given current resources
 - Role model/passive influence on educational system, explore how to have more direct impact and interaction, e.g., prof-to-prof collaboration, joint activities
 - Alumni recognition (prerequisite for alumni giving), give AUA alumni life-time e-mail accounts

4. Stakeholders – who are AUA’s stakeholders?
 - a. which stakeholders take priority?
 - b. Stakeholder interests, needs: students, faculty, staff, alumni, parents, public sector, private sector, other educational institutions in Armenia, UC system, donors, research funders, local, regional, global stakeholders
 - Conduct further evaluation and consolidate data on needs of stakeholders (start with students (domestic and international), applicants and private sector)
 - Applicants – streamline admissions process, reduce access barriers to admission, consolidation of sources of admissions information (admissions cost rebates subsidize test fees, prep courses)

- User-friendly web-site, trilingual (English, Armenian, Russian) (cross-reference)
 - Public-Private Partnerships – government, private sector scholarship, sponsorship of courses and degrees, internship, alumni involvement in securing scholarships/post-graduate employment (cross-reference)
5. Competition/Collaboration – what institutions are AUA’s competitors? What institutions does AUA collaborate with? How are these likely to change in the next decade?
- Ongoing study dissemination within university new regional and global competitors
 - Identify desirable spheres and partners for collaboration and complementary activity, and modes of collaboration (emphasis on direct peer-to-peer collaboration) (CR), (e.g., universities, research institutes, collaboration with industrial associations and multinationals)
 - Assure capacity to effectively communicate AUA’s competitive advantages
 - Further cultivate joint academic and R&D programs with leading academic and research institutions, and private sector in Armenia and abroad
6. Master’s Programs – next round of Self-Studies 2012-2015.
- a. Are the master’s programs still well-aligned with the needs of AUA’s stakeholders? Is there sufficient demand?
 - b. Should they be expected to cover their “costs”? Are they sustainable? If not, how can they be made sustainable? Increase students, endowments, research overhead, reduced costs/increased efficiency of educational programs?
 - c. Should programs be expanded, redesigned, phased out, new programs introduced? What criteria? What timeline for making these decisions?
 - Needs assessment on alignment of curricula/degrees/certificates with market needs
 - Improve relations and reputation of programs among relevant stakeholders
 - Cross-registration between programs
 - Review degree programs and missions in light of evolving conditions in Armenia, esp. needs specialization, tracking
 - Focus on nexus between national and global areas of academic excellence to build AUA brand
 - Act on Self-Study Audit findings to improve Extension’s impact on AUA brand and role in attracting students, including coordination with Academic Programs, resident director, oversight and quality control
 - Improve promotion of continuing and part-time education opportunities (e.g., certificates, non-degree status, refresher)
 - Additional Master’s Programs – MA in Economics in conjunction with Central Bank Research Center in Dilijan

- Assure that academic programs address the expansion, continuation, modification of their programs in the next round of self-studies
7. Research Centers - next round of Self-Studies 2012-2015. Are the Centers and AUA generally meeting the needs of AUA's stakeholders?
- Incentivize research (improve mechanisms for augmenting salary through outside funding, promotion, overhead to centers)
 - Establish a university-wide grants/contract office to coordinate and serve as an information clearinghouse , provide technical support, process grants (Vice Provost for Research)
 - Review policies on research centers (restrict routine business consulting services and work involving liability)
 - Increase core faculty to expand the institution's research potential and opportunities to engage students in research by 2015
 - Long-term issues: incubators, technology commercialization and licensing, policy on royalties.
 - Increase AUA's technical capabilities for research (labs, research computing/computational capacity, software, experimental equipment)
8. Bachelor's Program - scheduled to start in Fall 2013 – which majors? what curriculum models? how many students? will it be a feeder or a diversion of students from the Master's programs?
- Identified and prioritized objectives for u-grad: employable graduates, increase impact on society/economy, financial sustainability, feeder to existing programs, opportunity for AUA to provide graduates with new specializations for the marketplace.
 - Out of 12+ majors, preliminary analysis indicates majors worth further consideration include, but are not limited to, economics, engineering, business, design, communications (journalism), computer science/MIS. Warrants further research
9. Operational Efficiency, form/structure enhance or obstruct function?
- a. Academic program governance - how is the remote dean model working? How many resident teaching administrators does a program with 20-60 students need to operate and meet university administrative burdens? Are our processes too elaborate and burdensome? Should they be streamlined?
 - b. Undergraduate Organizational Structure (connected to Undergraduate Issue – revisit)
 - c. pros and cons of “separate silos” approach to organizing AUA into schools/colleges?
 - d. Quarter vs. Semester System (further research required to identify hidden costs/problems)
 - e. Academic Year vs. Calendar Year Budgeting (already in process)

- f. ICT/Library - Paper vs. on-line processes - grades, applications, evaluations; student access; course management systems, on-line teaching/learning, web-site, on-line payment (fees, tuition)

ACTION ITEMS:

- Review organization chart in anticipation of expansion, assure scalability, introduce new positions: VP for Advancement, VP for Operations by 2012; Vice Provost for Research, Student Recruitment Officer (Dean of U-Grad Admissions?) by 2013 (subject to funding); Chief Information Security Officer (explore)
 - Implement integrated Information Management System by 2013
 - Enhance trust and morale through teambuilding through collaborative research and scholarly activity, consultative culture and decisionmaking (including students, staff); communication and transparency
 - Multiyear contracts (currently in process) (including benefits, salary equity) as morale and community building, job satisfaction.
 - Implement annual/regular performance evaluation mechanism for higher administration (including Deans and VPs) by 2012
10. Accreditation/Reaccreditation, Self-Governance/Self-Regulatory Capacity
- a. Monitoring and Evaluation of Performance vis-à-vis Strategic Plan – Primarily through Self-Study & Audit Process

Mission – in light of the foregoing does it need to be adjusted?

Yes, needs further discussion to align with current and anticipated activities and aspirations.

THE AUA MISSION

As an institution of higher learning, the American University of Armenia provides teaching, research, and service programs that **prepare students** and enable faculty and researchers to address the needs of Armenia and the surrounding region for sustainable development, in a setting that values and develops academic excellence, free inquiry, integrity, scholarship, leadership, and service to society.